



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Three copies of the application are required to be submitted. One copy **MUST** bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Gainesville ISD** CDN or Vendor ID **049901** ESC # **11** Campus # DUNS # **N/A**

Address **800 S Morris St** City **Gainesville** ZIP **76240** Phone **940-665-4362**

Primary Contact **Reagan Lynch** Email **rlynch@gainesvilleisd.org**

Secondary Contact **Veronica Kunschik** Email **vkunschik@gainesvilleisd.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Jeffrey L. Brasher** Signature  Date **03/08/2018**

Grant Writer Name **Reagan Lynch** Signature  Date **03/08/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-018

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|--|
| Increase Diversity of Campus Leadership | A diverse pool of residents that reflect the makeup of GISD will be selected and funded for the residency. |
| | |
| | |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Develop 10 local administrative leaders to ensure a diverse administrative pipeline by June 30, 2019.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

All residents will be fully admitted into their masters or certificate program, provisional certificates will be secured where appropriate, and residents will submit a Project Synopsis to the Superintendent and Assistant Superintendent to begin preparing for their residency.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

All residents will be enrolled in classes at the IHE, and be holding weekly meetings with their mentor and taking part in bi-weekly local professional development meetings. Residents who need a team to address their project should have the team in place by September 30, 2018.

Third-Quarter Benchmark:

Bi-weekly and weekly mentoring meetings will continue, at least one in person coaching session will have been held, all residents will provide an update on their projects to the Superintendent and Assistant Superintendent, and residents will have visited at least one campus at a neighboring district for professional development and to learn from other campus administrators.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Each resident will be evaluated utilizing observations by the resident mentor, coaching notes from the resident mentor and IHE, and surveys filled out by teachers on the campus. Residents will also be evaluated based on the challenge they plan to address during the residency as well as how the resident leads campus teachers in professional development, team building activities, and work with stakeholders both on the campus, in district administration, and the community. Gainesville ISD will collect demographic data on each resident, track post resident placement, and evaluate residents on completion of their masters or certificate program. Residents will submit a survey evaluating the IHE partner principal preparation program and GISD will share the feedback with the IHE partner. Residents will also evaluate the principal mentor. GISD will also track the number of applicants to residency spots and the scores of the residents certification exams. As issues are found with the program principal mentors will meet with residents and the Assistant Superintendent for Curriculum and Instruction to determine what needs to be addressed and how to improve the residency.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Gainesville ISD principal residents will each identify a significant challenge that is influencing student learning on their assigned campus. In addition, each resident will present regular professional development to their peers via PLC's and other meetings where they will provide updates on their project and share strategies they have learned. Each resident will be involved in administrative leadership roles on their assigned campus and will be asked to apply their education to practical situations on the campus. Residents will also visit other ISD's in the area to learn from smaller and larger schools through observations, interviews, and related activities. Principal residents will be expected to build a team to address the challenge they have identified. It is also expected that if two or more residents are on the same campus they will collaborate when necessary on the challenge(s) they have identified.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Gainesville ISD will utilize an objective process for recruitment of principal residents which will include T-TESS or teacher preparation program evaluations, student achievement on assessments, building walkthroughs and classroom observations. Each prospective principal resident will also need at least two recommendations one of which must be from a current principal. Prospective residents will also be evaluated based on in person interviews. GISD will also consider how the resident will add to the diversity of GISD leadership.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Gainesville ISD has selected Midwestern State University as the IHE partner for this program. See the attachments for the required materials.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Attached are the items used by our IHE partner, Midwestern State University.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| Description of Activity or Cost | Amount Budgeted |
|---------------------------------------|-----------------|
| 1. Mentor Stipend | 10,000 |
| 2. Principal Preparation program Cost | 77,000 |
| 3. Substitute Costs | 3,000 |
| 4. Travel | 5,000 |
| 5. Resident Stipend | 35,000 |
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| 25. | |
| Total grant award requested | |
| 130,000 | |

EDLE Courses and Texts

EDLE 5603 Introduction to Leadership

- Buckingham, M. & Clifton, D. (2001). *Now, Discover your Strengths*. New York, NY: The Free Press.
- Sergiovanni, T. (2007). *Rethinking Leadership: A collection of articles*. Thousand Oaks, CA: Corwin Press.

EDLE 5623 School Law and Personnel

- Walsh, J., Kemerer, F., Maniotis, L. *The educator's guide to Texas school law* (8th ed.). Austin, TX: The University of Texas Press.
- Kemerer, F., and Crain, J (2006). *Texas documentation handbook: Appraisal, nonrenewal, termination*. (5th ed.). Austin, TX: Texas School Administrators' Legal Digest.
- American Psychological Association (2010, 6th ed.). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association. (Recommended but not required)

EDLE 5673 Leadership in School Change

- Hall, G. & Hord, S. (2015). *Implementing change: Patterns, principles, and potholes* (4th ed.). Saddle River, NJ: Pearson Education, Inc.

EDLE 5593 Leadership and Communication Processes

- Fisher, R., Ury, W.L., and Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York, NY: Penguin. ISBN: 9780143118756
- Cloke, K. and Goldsmith, J. (2011). *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job* (3rd ed.). San Francisco, CA: Jossey-Bass. ISBN: 9780470922248

EDLE 5643 School Business Management

- Thompson, D.C., Crampton, F.E., and Wood, R.C. (2015). *Money and Schools* (6th ed.). New York, NY: Taylor & Francis.

EDUC 5053 Introduction to Education Research

- Huck, S. W. (2011). *Reading Statistics and Research* (6th ed.). Boston: Pearson.
- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

EDLE 5653 Building School Communities for Diverse Learners

- Lindsey, R., Robins, K., & Terrell, R. (2009). *Cultural Proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin Press.
- Ontario Principals Council. (2012). *The Principal a Leader of the Equitable School*. Thousand Oaks, CA: Corwin Press.

EDLE 5663 Community Politics and Public Relations

- Collins, J. (2005). *Good to great and the social sectors: A monograph to accompany good to great*. New York, NY: Harper Collins.

EDLE 5583 Curricular Supervision for School Leaders

- Ornstein, A., Pajak, E., & Ornstein, S. (2015). *Contemporary Issues in Curriculum, sixth edition*. Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-325997-1

EDLE 5683 Instructional Improvement Staff Development

- Glickman, C., Gordon, S. & Ross-Gordon, J. (2014). *Supervision and Instructional Leadership: A Developmental Approach*. Upper Saddle River, NJ: Pearson.

EDUC 6753 Applied Education Research

- Creswell, J. W. (2014). *Research Design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Huck, Schuyler W. (2012). *Reading Statistics and Research* (6th ed.). Boston: Pearson.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

EDLE 5693 Internship in Educational Leadership

- Wilmore, B. E. & L. Wilmore (2013). *Passing the Principal TExES Exam: Keys to Certification and School Leadership (Ed 2)*. Corwin: Thousand Oaks, CA. ISBN: 971452286013

- Galford, R. & Maruca, R. (2006). *Your Leadership Legacy: Why looking toward the future will make you a better leader today*. Boston, MA: Harvard Business School Press.

Masters of Educational Leadership Courses

- EDLE 5603 Intro to Leadership
- EDLE 5623 School Law and Personnel
- EDLE 5673 Leadership in School Change
- EDLE 5593 Leadership and Communication Processes
- EDLE 5643 School Business Management
- EDUC 5053 Intro to Ed Research
- EDLE 5653 Building School Communities for Diverse Learners
- EDLE 5663 Community Politics and Public Relations
- EDLE 5583 Curricular Supervision for School Leaders
- EDLE 5683 Instructional Improvement Staff Development
- EDUC 6753 Applied Ed Research
- EDLE 5693 Internship in Ed Leadership

Principal Certification Only Courses

- EDLE 5603 Introduction to Leadership
- EDLE 5623 School Law and Personnel
- EDLE 5673 Leadership in School Change
- EDLE 5593 Leadership and Communication Processes
- EDLE 5643 School Business Management
- EDLE 5693 Internship in Educational Leadership

MSU Principal Candidate Internship

The purpose of the internship is to give principal candidates as many authentic leadership opportunities as possible, working in a school setting, conducting activities that reflect the six ELCC Standards. Working with the mentor, the intern conducts required and selected activities. Internship activities should average 12 hours per week for 12 weeks. Interns are provided with a list of required internship activities to be performed during the internship semester. These activities ensure that all interns work on all of ELCC standards 1-6 during the course of the internship. Additionally, interns are provided with a list of elective internship activities. This provides the students with a wide variety of experiences and leadership activities to choose from as they complete the internship. Interns are also allowed to come up with additional internship activities in conjunction with their principal mentor. These are to be activities that will work to benefit the needs of the school while training and providing experience to the intern. Interns are required to submit an internship activity plan that they develop with their mentor at the beginning of the internship semester. They document all of the internship activities using an Internship Activity Log. At the end of the internship, the interns complete an Internship Activity Self-Assessment with Mentor Feedback. Interns complete a key assessment, which is tied to ELCC standards 1-6. The data from this assessment is used to gauge intern readiness and for program continuous improvement.

Each intern is also provided with an Educational Leadership Program Internship Manual at the beginning of the internship. A Qualified On-Site Mentor is selected for the intern. The mentor must be a certified, practicing administrator at the site where the internship is taking place. The mentor is chosen jointly by the university, internship supervisor, and the intern. The university supervisor provides the intern mentor with the internship manual, required activities list, elective activities list, activity plan form, internship activity log form, and internship self-assessment and mentor feedback form. The university supervisor also meets individually, face-to-face with each mentor to train on expectations of the intern and role of the mentor.

The internship university supervisors have completed TEA approved observation training. They conduct both a pre and post observation conference with the candidate in which they establish standards to be addressed in the observation and level of proficiency expected. In the post conference observation they discuss how the goals established in the pre-conference were met and to what degree and coach interns in self-reflection and forming growth targets with growth strategies.

The field supervisor collaborates with the candidate and on site mentor (TEC 228.35(h)) in completing the following:

1. Formal observations total at least 135 minutes
2. At least one of the observations is face to face.
3. All observations include a pre and post conference with the candidate.
4. Three formal observations (one within each third of the internship).



MIDWESTERN STATE UNIVERSITY

Gordon T. and Ellen West College of Education
Educational Leadership 5603 - Introduction to Leadership Fall 2017

Syllabus

Instructor: Dr. Kym Acuña

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220 E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: Mon. 12:00-3:00pm, Tuesday 9:30am-12:00pm and 2:00-4:00pm, and Thurs. 9:30 – 12:00pm
and By appointment

Required texts:

- Buckingham, M. & Clifton, D. (2001). *Now, Discover your Strengths*. New York, NY: The Free Press.
- Sergiovanni, T. (2007). *Rethinking Leadership: A collection of articles*. Thousand Oaks, CA: Corwin Press.

Course Catalog Description

EDLE 5603 Successful leadership in organizational settings requires an understanding of human behavior, beginning with knowledge of self and leading to the understanding of others. This course provides students with opportunities to analyze themselves with regard to values, behaviors, and skills related to successful school improvement.

Objectives:

- Candidates analyze themselves with regard to values, behaviors, and skills related to successful school improvement.
- Candidates develop professional growth plans based on findings from Leadership Styles Inventory, the Myers Briggs Type Indicator, and the Assessment of Leadership Qualities and Skills, which includes a self-assessment by a peer.
- Candidates identify their strengths and explore how to use those strengths as a leader.
- Candidates reflect on self-assessments as well as on learning throughout the course.
- Candidates learn the foundations of leadership theory and practice appropriate to any organizational setting.

Course Grade:

Grades for this course will be assigned as follows:

| | |
|-----------------------------------|-----|
| Discussion and Chapter Activities | 35% |
| Leader Interview | 5% |
| Dialectic Journal | 10% |
| Growth Plan Sequence | 25% |
| Personal Leadership Model | 25% |

West College of Education Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Instructor Drop. An instructor may drop a student any time during the semester for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

OTHER COURSE REQUIREMENTS:

Attendance/Participation:

- Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Quality Requirements:

- "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in dropbox on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Concealed Carry Statements for the West College of Education

University Guidelines

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <http://mwsu.edu/campus-carry/>.

Concealed Carry in Kinesiology:

Participation in physical activity classes often require students to wear garments, which may make concealed carry of a firearm difficult if not impossible. Attempting to keep a firearm concealed while participating in an activity may be difficult. In addition, guidelines of concealed carry require the owner to maintain control of his/her firearm at all times, meaning leaving it in a backpack would not be acceptable. Students are reminded that intentional display of a firearm may result in criminal and/or civil penalties and unintentional display of a firearm is a violation of university policies and may result in disciplinary actions up to and including expulsion from the program and university.

*Note – as stated in MSU Guidelines, D.L. Ligon Coliseum is listed as an exclusionary area where a concealed firearm may not be carried

Concealed Carry at Professional Development Schools:

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.



**Midwestern State University
Gordon T. and Ellen West College of Education
Educational Leadership 5623 – School Law and Personnel
Spring, 2016**

Syllabus



Instructor: Dr. Kym Acuña

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220

E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office hours: Monday and Wednesday 9:00am-12:30pm
and Thursday 9:00am-12:00pm

Textbooks/Resources

- Walsh, J., Kemerer, F., Maniotis, L. (2014). *The Educator's Guide to Texas School Law*. 8th edition, Austin, TX: The University of Texas Press. ISBN: 978-0292760844
- Kemerer, F., and Crain, J (2012). *Texas documentation handbook: Appraisal, nonrenewal, termination*. Austin, TX: Texas School Administrator' Legal Digest. 5th edition. ISBN: 978-1424306800

American Psychological Association (2010, 6th edition). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association. (recommended but not required)

Course Rationale:

EDLE 5623 School Law and Personnel provides an overview of the legal issues most likely to be encountered by a school administrator and implications for educators. The course begins by examining the basic legal framework of school law in Texas by discussing the sources of school law and the roles of the state and federal governments in the establishment and operation of the Texas School system. Following the review of the legal structure of the Texas school system, major topics in education law are presented. Additionally, specific information regarding personnel law will be included.

Course Standards:

All Midwestern State University Educational Leadership classes are built around the Educational Leadership Consortium Council (ELCC) Standards. These standards form the framework for the course, and they are as follows:

| | |
|--|--|
| ELCC 3.1 Manage the Organization | a. Students understand and can monitor and evaluate school management and operational systems. |
| ELCC 3.2 Manage Operations | Candidates can understand and can efficiently use human, fiscal, and technological resources to manage school operations. |
| ELCC 3.3 Manage Safety | Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff |
| ELCC 5.4 Acts Ethically | Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. |
| ELCC 6.1 Understanding the Larger Context | Candidates understand and can advocate for school students, families, and caregivers. |

| | |
|--|---|
| | |
| ELCC 6.3 Influence the Larger Context | Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. |

Course Objectives

- Student will be able to apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities (TEXES competency 003d)
- Student will be able to apply laws, policies, and procedures in a fair and reasonable manner (TEXES competency 003e)
- Student will be able to demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school (ELCC standard 6.1).
- Student will be able to demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities (ELCC Standard 6.1).
- Student will be able to demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities (ELCC standard 3.2; TAC F-5).

Ethics:

- Student will be able to make and explain decisions based upon ethical and legal principles (ELCC Standard 5.3).

Course Requirements

Regular contact is expected. Please monitor your email account at least every 24 hours in order to maintain contact with your instructor. Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities on the course website are part of this class; participation will be considered part of the grade. Additionally, international students will be required to meet with the instructor face-to-face 3 times during the semester.

Your grade will be figured as follows:

- | | |
|--|-----|
| • Written legal critique (case to be assigned) | 10% |
| • Personnel documentation assignment | 10% |
| • Interview with a school lawyer | 10% |
| • Other weekly assignments | 50% |
| • Final Exam | 20% |

Quality Requirements: "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work is the most important criterion for receiving an "A." See further information below.

Expectations for Written Work:

Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a formal paper or other written assignment).

Written assignments should be done in Word and submitted to the assignment box in D2L.

Due dates must be honored in order to receive the highest grade. While some leeway may be given in special circumstances, late work will not be routinely accepted. Arrangements must be made with the professor well in advance of the due date if a late assignment is to be accepted.

The West College of Education uses the style manual from APA (American Psychological Association), 6th edition. You will need this manual throughout the program.

Professional dialogue opportunities: because this is an on-line class, it would be easy to feel isolated. Research shows that professional learning communities are a powerful venue for learning and, therefore, we will use our technology to create this kind of learning community. It is critical that you participate thoughtfully and meaningfully in discussions and any other on-line opportunities to discuss the subject matter and share ideas.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works. To violate these principles is to be guilty of plagiarism. If you plagiarize the works of another person, you may fail the assignment, fail the course, or be removed from the educational leadership program.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

ADA Statement:

MSU does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-33b (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

The designated liaison for MSU is Debra Higginbotham, Director of Counseling and Disability Services, and can be found in the Clark Student Center, Room 108, (940) 397-4618.

It is the responsibility of the student to inform the course instructor of any disabling condition requiring modifications.

West College of Education Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



Course Syllabus: Leadership and Communication Processes

West College of Education

EDLE 5593 Section X20

Spring 2018 Online

Instructor: Dr. Kym Acuña

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220 E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: Mon. 11:00am-3:00pm, Tuesday 9:30am-12:00pm, and Thurs.
9:30am – 12:00am and 2:00-3:00pm, and By appointment

Course Description

EDLE 5593 Leadership and Communication Processes is a course designed to give potential administrators skills in dealing with conflict through resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring. In addition, the course deals with use of technology and storytelling in communication and in developing communication plans for a school.

Required Texts

Fisher, R., Ury, W.L., and Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York, NY: Penguin. ISBN: 9780143118756

Cloke, K. and Goldsmith, J. (2011). *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job* (3rd ed.). San Francisco, CA: Jossey-Bass. ISBN: 9780470922248

Additional Readings

The Leader's Guide to Storytelling

Class Policies

1. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you.
2. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
3. **Services for Students With Disabilities**
 - In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

4. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook.
5. **Submission of Assignments:** All assignments *must be submitted to the assignment page for this course in D2L.*
6. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Don’t post anything you wouldn’t be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for class discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person’s humorous comment can be another person’s boorish or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.
 - Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
 - Cite your sources. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

7. **Due Dates and Late Penalties:** Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Dr. Acuña. This means only illness or family emergency.
8. **Attendance:** Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Students, who do not visit D2L for *three weeks or more*, will be dropped from the course. If you know that you will not be able to be online for an extended period, please let me know through D2L email.

Course Objectives

Students will be able to:

1. communicate components of the school vision in written and oral forms to diverse stakeholders.
2. incorporate technology/media in communicating the vision.
3. develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision.
4. learn and apply the “language” of conflict resolution, mediation, cognitive coaching, and mentoring.

Course Outcomes

Students are expected to:

1. gain confidence in speaking before an audience.
2. use variety of media to communicate vision and advocate for the school.
3. use conflict resolution skills effectively in different situations.
4. use the language of mentoring and coaching to provide effective feedback to teachers.

Course Assignments and Grading Values

| Activity | Description | Possible Points | Week and Due Date |
|---|--|--------------------------------|-------------------------|
| Discussions in Discussion Board | <i>Getting to Yes</i> and <i>Resolving Conflicts</i> at Work responses | 200 (20 points per discussion) | Weekly (10 discussions) |
| Technology Integration: Multimedia School Message | Share school message using media/technology | 150 | Week 5 2/18 |
| Conflict Resolution Practice in the Workplace | Strategy Implementation and Report | 100 | Week 11 4/8 |
| School Vision Speech Documentation | Speech to stakeholders that conveys school vision, including storytelling component (This is also a TK20 portfolio activity that will be uploaded to both D2L and TK20). | 200 | Week 13 4/22 |
| Presentation of Strategy Demonstration with Role Play | Demonstration of one of the strategies in <i>Resolving Conflicts at Work</i> (video) | 200 | Week 14 4/29 |
| Negotiation Paper | <i>Getting to Yes</i> paper including scenario and script | 150 | Week 15 5/4 |

Grading Policy

- A- 900-1000 points
- B- 800-899 points
- C- 700-799 points
- D- 600-699 points
- F- Below 600

| Week/Dates | Topics/Activities |
|-------------------------|--|
| Week One 1/13 – 1/21 | Self-Presentation in Discussion Board Getting to Yes: Negotiating Agreement Without Giving In – Ch. 1 <i>Read Conflict Resolution in the Workplace Strategy Implementation Assignment to begin planning for it. It is found in the Week 11 folder. Please email me any questions.</i> Discussion #1 |
| Week Two 1/22 - 1/28 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 2 Resolving Conflicts at Work – Introduction and Strategy 1: Understand the Culture and Dynamics of Conflict Discussion #2 |

| | |
|---|--|
| Week Three 1/29 – 2/4 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 3 Resolving Conflicts at Work – Strategy 2: Listen Empathetically and Responsively <i>Read Technology Integration: Multimedia School Message Assignment to begin planning for it. It is found in the Week 5 folder. Please email me any questions.</i> Discussion #3 |
| Week Four 2/5 - 2/11 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 4 Resolving Conflicts at Work – Strategy 3: Search Beneath the Surface for Hidden Meaning Discussion #4 |
| Week Five 2/12 – 2/18 | Read Storytelling Document - Leader's Guide to Storytelling Technology Integration: Multimedia School Message |
| Week Six 2/19 – 2/25 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 5 Resolving Conflicts at Work – Strategy 4: Acknowledge and Reframe Emotions <i>Read School Vision Speech to Stakeholders Assignment to begin planning for it. It is found in the Week 13 folder. Please email me any questions.</i> Discussion #5 |
| Week Seven 2/26 – 3/4 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 6 Resolving Conflicts at Work – Strategy 5: Separate What Matters from What Gets in the Way Discussion #6 |
| Week Eight 3/5– 3/11 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 7 Resolving Conflicts at Work – Strategy 6: Solve Problems Paradoxically and Creatively Discussion #7 |
| Week Nine 3/12 – 3/25 (includes Spring Break) | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 8 and Conclusion Resolving Conflicts at Work – Strategy 7: Learn from Difficult Behaviors Discussion #8 |
| Week Ten 3/26 – 4/1 | Resolving Conflicts at Work – Strategy 8: Lead and Coach for Transformation <i>Read Presentation of Strategy Demonstration Role Play Assignment to begin planning for it. It is found in the Week 14 folder. Please email me any questions.</i> Discussion #9 |
| Week Eleven 4/2 – 4/8 | Conflict Resolution Practice in the Workplace Strategy Implementation |
| Week Twelve 4/9 – 4/15 | Resolving Conflicts at Work – Strategies 9 & 10: Explore Resistance and Negotiate Collaboratively & Mediate and Design Systems for Prevention Discussion #10 |
| Week Thirteen 4/16 – 4/22 | School Vision Speech to Stakeholders (Internship Activity) Speech Documentation Form and Support Materials |
| Week Fourteen 4/23-4/29 | Presentation of Strategy Demonstration with Role Play Presentation Link Upload |
| Week Fifteen 4/30- 5/4 | Getting to Yes Negotiation Paper |

MSU Writing Center:

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. □

Concealed Carry Statements for the West College of Education

University Guidelines

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <http://mwsu.edu/campus-carry/>.

Concealed Carry in Kinesiology:

Participation in physical activity classes often require students to wear garments, which may make concealed carry of a firearm difficult if not impossible. Attempting to keep a firearm concealed while participating in an activity may be difficult. In addition, guidelines of concealed carry require the owner to maintain control of his/her firearm at all times, meaning leaving it in a backpack would not be acceptable. Students are reminded that intentional display of a firearm may result in criminal and/or civil penalties and unintentional display of a firearm is a violation of university policies and may result in disciplinary actions up to and including expulsion from the program and university.

*Note – as stated in MSU Guidelines, D.L. Ligon Coliseum is listed as an exclusionary area where a concealed firearm may not be carried

Concealed Carry at Professional Development Schools:

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.



**Midwestern State University
Gordon T. & Ellen West College of Education**

Course Syllabus

EDLE 5643: School Business Management

Spring 2018

Instructor: Dr. Denise Simmons

Office: Ferguson 305

Office Hours: MW: 1:00PM – 3:00PM; TR: 4:00PM – 6:00 PM; and by appointment

Office Phone: (940) 397-4073

University Email Address: denise.simmons@mwsu.edu

COURSE INFORMATION

Course Description

EDLE 5643 School Business Management is a study of the principles of public school finance, the school budget development process, building-level fiscal management, facility planning and management, and building-level student services management.

Students will examine school finance from two perspectives:

1. Where do the fiscal resources to support public education come from? (Revenue)
2. Given the availability of fiscal resources, how is it allocated and expended? (Expenditures)

This course takes place in an online format that is rich in learner-to-learner and instructor-to-learner interactivity.

Materials- Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Thompson, D.C., Crampton, F.E., and Wood, R.C. (2015). *Money and Schools* (6th ed.). New York, NY: Taylor & Francis.

Additional Resource Materials:

- ✓ District Budgets
- ✓ Campus Budgets
- ✓ District Strategic Plan
- ✓ District Improvement Plan
- ✓ Campus Improvement Plan
- ✓ Texas Education Agency (TEA) Website
- ✓ Learning Resources Provided by Professor

Additional Readings

APA Guides

http://www.youtube.com/playlist?list=PLzIDEiUWT8jkUkEnB3Bfk_kMRuXPAS5N6

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

[APA 6th Ed. Citation Tutorial](#)

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

Student Learning Outcomes (Standards/Objectives Covered)

Educational Leadership Constituent Council (ELLC) Standards are listed below.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.2 b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data and an analysis of community needs.

1.2 c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

1.4 a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

1.4b. Candidates design or adopt a system for using data-based research strategies to regularly monitor evaluate, and revise the vision.

1.4 c. Candidates assume stewardship of the vision through various methods.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principals of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness and efficiency.

3.1 b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum and instruction.

3.1 c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate and resolve conflicts in order to align resources with the organizational vision.

3.2 c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

3.3 a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human and material resource allocation and alignment that focuses on teaching and learning.

3.3 b. Candidates creatively seek new resources to facilitate learning.

3.3 c. Candidates apply and assess current technologies for school management, business procedures and scheduling.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

5.2 a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Candidates make and explain decisions based upon ethical and legal principles.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

6.1 e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

6.3 b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

6.3 c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Conceptual Framework Statements

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences
 - Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
 - Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content
 - Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making
 - Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate her practice, particularly the effects of her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
 - Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Classroom Policies

1. **Classroom Environment:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction - this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building - in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.
2. **Participation:** Active participation in class is paramount to your success in this course. The purpose of the course is to attain knowledge. Read the assigned chapters, supplementary materials, view the videos/presentations, and the like in preparation for class. Failure to submit all assignments may result in failing this course.
3. **Attendance**
Absence Policy for Online Courses: Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. **Candidates will receive a grade of F on the third missing or incomplete assignment.**
4. **Instructor Drop:** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.
5. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.
6. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
7. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with

disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

8. **Plagiarism Statement:** "By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes" from Student Handbook.
9. **Submission of Assignments:** All assignments must be submitted to the assignment page for this course in Desire-to-Learn (D2L) for grading. A minimum of 5 points will be deducted for assignments not submitted through D2L.
10. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. Ten percent will be deducted per day late, and any assignment submitted more than one week late will receive no more than 50% of the possible points. Three late or incomplete submissions will result in a grade of F. Arrangements must be made at least two days in advance for any exceptions to be given.
11. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Do not post anything you would not be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
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University Guideline

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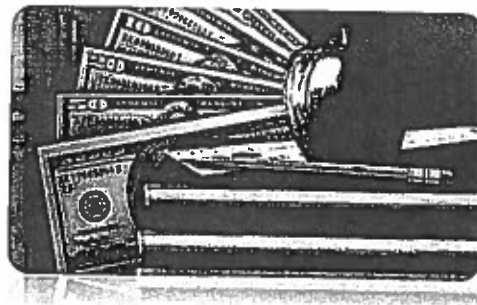
Desire-to-Learn (D2L):

Please use D2L to view and submit all course documents and assignments, and the D2L email address to communicate with me. D2L is used extensively throughout this course and each student is expected to be familiar with this course management system. It is a primary source of communication regarding assignments, examination, materials, and general course information. You can log into D2L through the MSU Homepage <https://www.mwsu.edu/distance/online-courses> . Be sure to bookmark for easy and quick access. If you experience difficulties please contact the technicians listed at the D2L homepage.

Course Assignments

Research Paper: Students will submit a research paper on a topic pertinent to the business operations of a public school district. The paper should have at least three (3) current sources germane to the chosen topic. The paper must be a minimum of five (5) double-spaced pages utilizing APA style format. Possible topics are:

- Money saving measures while maintaining quality education
 - Equity and adequacy in a school finance system
 - Distributing state funds to local school districts
 - The Texas Foundation School Program
 - Court cases impacting public school funding in the State of Texas
 - Overseeing student activity funds
 - Purchasing procedures in public education
 - Risk management programs in public education
 - Employee benefit programs in school districts
 - Facilities, maintenance, and custodial operations in public schools
 - Financing special education programs
 - Design and construction of a new school
 - Recruitment and retention of school personnel
 - Does money make a difference in the delivery of educational services?
 - Merit pay for teaching staff
 - The fiscal impact of Every Student Success Act
- (Topic to be approved by professor)



Due Dates and Points for Assignments (Adjustments may be made during the semester.)

| | Due Dates | Points Possible |
|--|------------------|------------------------|
| Case Studies: | | |
| You will share your perspective on Case Studies with cited support from the reading. | Various Weeks | 150 |
| CAEP School Finance Project: | | |
| Business Operations of Public School Scenario | Week 13 | 500 |
| Papers: | | |
| You will respond to Portfolio Exercises with cited support from the reading. | Weekly | 150 |
| Discussion Questions: | | |
| You will respond to the question and actively participate in the discussion by providing substantive feedback that extends the discussion. | Various Weeks | 150 |
| Activities: | | |
| You will respond to an activity and write a brief essay. | Weeks Vary | 150 |

Grading Policy

| Letter Grade | Points Range |
|---------------------|---------------------|
| A | 900 - 1100 |
| B | 800 - 899 |
| C | 700 - 799 |
| D | 600 - 699 |
| F | BELOW 600 |

| Week/Dates | Topics/Activities |
|---------------------------|--|
| January 15 | Dr. Martin Luther King, Jr. Holiday |
| Week One January 16 | Introductory Statement, Academic Integrity Agreement, and Schools, Values, and Money – Ch. 1 |
| Week Two January 22 | Funding Schools: A Policy Perspective – Ch. 2 |
| Week Three January 29 | Funding Schools: A Policy Perspective – Ch. 2 |
| Week Four February 5 | Basic Funding Structures – Ch. 3 |
| Week Five February 12 | School Funds: Operationalizing School Money – Ch. 4 |
| Week Six February 19 | Budget Planning – Ch. 5 |
| Week Seven February 26 | Budgeting for Personnel – Ch. 6 |
| Week Eight March 5 | Budgeting for Instruction – Ch. 7 |
| March 12 – 17 | Spring Break |
| Week Nine March 19 | Budgeting for Student Activities – Ch. 8 |
| Week Ten March 26 | Budgeting for School Infrastructure – Ch. 9 |
| Week Eleven April 2 | Budgeting for Transportation and Food Services – Ch. 10 |
| Week Twelve April 9 | Legal Liability and Risk Management – Ch. 11 |
| Week Thirteen April 16 | Site-based Leadership – Ch. 12 CAEP School Finance Project Due |
| Week Fourteen April 23 | Future Trends in School Funding – Ch. 13 |
| Week Fifteen April 30 | Current Event Research Paper Due |



Midwestern State University
Gordon T. & Ellen West College of Education

Course Syllabus

EDLE 5663 Community Politics and Public Relations

SUM II 2016

Online

Instructor: Denise Simmons, EdD
Office Hours: By appointment
Office: Ferguson 305
Phone: (940) 397-4073
E-mail: denise.simmons@mwsu.edu

Required Text



Guthrie, J.W. & Schuermann, P.J. (2010). *Successful school leadership: Planning, politics, performance, and power*. Boston, MA: Pearson Education.



Bolman, L.G. & Deal, T.E. (2010). *Reframing the path to school leadership: A guide for teachers and principals* (2nd ed.). Thousand Oaks, CA: Corwin Press.

American Psychological Association (2010, 6th ed.). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.
(Recommended but not required)

Course Description

This course is a study of theories, techniques, and essential information school administrators must know when communicating and coping with a diverse community. The course enables administrators to develop and implement information services which interpret the school to the community and the community to the school. Additionally, the class provides models for dealing constructively and effectively with needs, problems, issues and crises inherent within an educational enterprise.

Course Objectives**ELCC Standards**

- To be able to assess school culture (ELCC 2.1)
- To be able to manage operations (ELCC 3.2)
- To be able to manage resources (ELCC 3.3)
- To be able to collaborate with families and other community members (ELCC 4.1)
- To be able to respond to community interests and needs (ELCC 4.2)
- To be able to mobilize community resources (ELCC 4.3)
- To be able to act with integrity, fairly and ethically (ELCC 5.1, 5.2, 5.3)
- To be able to understand the larger context (ELCC 6.1)
- To be able to respond to the larger context (ELCC 6.2)
- To be able to influence the larger context (ELCC 6.3)

TEXES Standards

- The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. (TEXES 005)
- The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment. (TEXES 007)
- The principal knows how to act with integrity, fairness, and in an ethical and legal manner. (TEXES 003)
- The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success. (TEXES 002)

West College of Education's Conceptual Framework Statements

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Classroom Policies

1. **Classroom Environment:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.
2. **Participation:** Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. **This is your warning as required by the policy. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**
3. **Absence Policy for Online Courses:** Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. **Candidates will receive a grade of F on the third missing or incomplete assignment. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**
4. **Instructor Drop:** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long

semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

5. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.
6. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
7. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
8. **Plagiarism Statement:** "By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes" from Student Handbook.
9. **Submission of Assignments:** All assignments must be submitted to the assignment page for this course in D2L. A minimum of 5 points will be deducted for assignments not submitted through D2L.
10. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. Ten percent will be deducted per day late, and any assignment submitted more than one week late will receive no more than 50% of the possible points. Three late or incomplete submissions will result in a grade of F. Arrangements must be made at least two days in advance for any exceptions to be given.

11. Mutual Respect: Remember that there are other human beings reading your postings, so treat everyone with respect. Do not post anything you would not be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.

- Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for D2L discussions.
- Read existing follow-up postings and do not repeat what has already been said.
- Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
- Be careful with humor and sarcasm. One person’s humorous comment can be another person’s rude or degrading remark.
- Do not use all caps in an online environment. Using all caps is considered SHOUTING.
- Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.

Course Requirements

Regular contact is expected. Please monitor your email account at least every 24 hours in order to maintain contact with your instructor. Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities, both in class and on the course website, are part of this class; participation will be considered part of the grade.

Grading

| Activity | Points |
|---|---------------|
| Time to Reflect and Discussion Questions (5 @ 50 points each) | 250 |
| Publics | 100 |
| PR Programs | 50 |
| Community Inventory | 150 |
| Communications Scenario | 50 |
| Informal Communications | 50 |
| Reframing the Path to School Leadership Reflective Questions (50 points each) | 350 |
| | 1000 |

Grading Policy**Letter Grade**A
B
C
D
F**Points Range**900-1000
800-899
700-799
600-699
BELOW 600**Week/Dates****Topics/Activities**Week One
July 11

- A. Introductions and review of syllabus
- B. Read Chapters 1, 2, 3, and 4 of *Successful School Leadership*
- C. Read Part I: A Pair of Rookies from *Reframing the Path to School Leadership* and Reflective Questions

Week Two
July 18

- A. Read Chapters 5, 6, 7, and 8 of *Successful School Leadership*
- B. Read Part II: The Political Frame and Reflective Questions and Part III: The Human Resource Frame from *Reframing the Path to School Leadership*

Week Three
July 25

- A. Read Chapters 9, 10, 11, and 12 of *Successful School Leadership*
- B. Read Part IV: The Structural Frame and Part V: The Symbolic Frame from *Reframing the Path to School Leadership* and Reflective Questions (pg. 70)

Week Four
August 1

- A. Read Chapters 13, 14, 15, and 16 of *Successful School Leadership*
- B. Read Part VI: Values, Ethics, and Spirit and Reflective Questions and Part VII: The Torch is Passed from *Reframing the Path to School Leadership* and Reflective Questions

Week Five
August 8

Final Community Inventory Project

NOTE: The professor retains the right to change this syllabus as necessary during the course and will notify students accordingly.



**Midwestern State University
Gordon T. & Ellen West College of Education**

Course Syllabus

EDLE 5673: Leadership in School Change

Summer I 2016

Instructor: Dr. Denise Simmons

Office: Ferguson 305

Office Hours: By appointment

Office Phone: (940) 397-4073

University Email Address: denise.simmons@mwsu.edu

COURSE INFORMATION

Course Description

EDLE 5673 Leadership in School Change is an examination of the nature and process of change.

Students will study:

1. models for planned change,
2. a systems approach to change,
3. and the roles of both teachers and principals as agents of change.

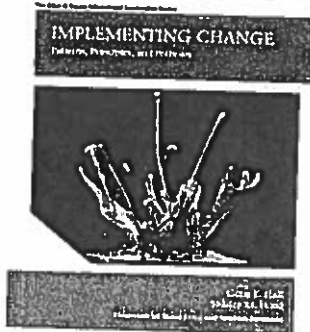
This course takes place in an online format that is rich in learner-to-learner and instructor-to-learner interactivity.

Course Objectives

Candidates will:

- Describe issues related to school change and formulate a personal vision for schools based on assigned readings and other media.
- Compare and contrast change theories and systems theory and apply them in a case study that culminates in an action plan for school change.
- Assess the climate for change at a school and among families and the community; draw conclusions from the findings; and develop strategies for mobilizing resources and responding to school and community needs.
- Gather and analyze authentic data on a proposed change in a school setting.

Materials- Textbooks, Readings, Supplementary Readings



Textbook(s) Required:

Hall, G.E., and Hord, S.M. (2015). *Implementing Change: Patterns, Principles, and Potholes* (4th ed.). Boston, MA: Pearson.
ISBN: 9780133351927

Additional Readings

APA Guides

http://www.youtube.com/playlist?list=PLzIDEiUWT8jkUkEnB3Bfk_kMRuXPAS5N6

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

APA 6th Ed. Citation Tutorial

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

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 - Be careful with humor and sarcasm. One person's humorous comment can be another person's boorish or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.
 - Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
 - Cite your sources. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Due Dates and Points for Assignments (Adjustments may be made during the session.)

| | Due Dates | Points Possible |
|---|------------------|------------------------|
| Critique Questions: | | |
| You will have a total of two (2) Critique Questions to complete throughout the course that will be worth 25 points each. | Weeks 1 and 3 | 50 |
| Discussion Questions and Peer Responses: | | |
| You will have a total of eight (8) Discussion Questions to complete throughout the course. You must respond to the question and actively participate in the discussion by providing substantive feedback that extends the discussion, when applicable. Responses to exercises and peers are worth 100 points. | Weeks 1 - 5 | 800 |
| Applying Systems Thinking in Facilitating Implementation: | | |
| You will have one (1) activity to complete worth 150 points. | Week 4 | 150 |
| School-based Data Gathering Project: | | |
| You will apply knowledge of data-based research strategies to inform school improvement decisions. | Week 5 | 300 |

| Grading Policy | |
|-----------------------|---------------------|
| Letter Grade | Points Range |
| A | 1170 - 1300 |
| B | 1040 - 1169 |
| C | 910 - 1039 |
| D | 780 - 909 |
| F | 779 and Below |

| Week/Dates | Topics/Activities |
|--|--|
| Week One June 6-10 | Introductions: One-page Profile, Statement, Academic Integrity Agreement, and Chapter 1: Implementing Change Critique Question |
| | Chapter 2: What Actions and Events are Imperative... Discussion Question |
| Week Two June 13-17 | Chapter 3: How Can We Clarify the Change? Discussion Question |
| | Chapter 4: How Can the Different Feelings and Perceptions... Discussion Question |
| | Chapter 5: What are Characteristic Behavioral Profiles of Implementers? Discussion Question |
| Week Three June 20-24 | Chapter 6: How Do Leaders Make a Difference in Implementation Success? Critique Question |
| | Chapter 7: How Does a Culture of Continuous Learning Support Implementation? <i>School-based Data Gathering Portfolio Activity</i> |
| | Chapter 8: What Can Be Done to Understand a Part of the Change Process... Discussion Question |
| Week Four June 27-July 1 | Chapter 9: How Can Systems Thinking Enhance the Success of Change Efforts? Applying Systems Thinking in Facilitating Implementation |
| | Chapter 10: How Do Communication Activities and Change Agents Affect... Discussion Question |
| Week Five July 5-July 8 | Chapter 11: In What Ways Can Team Member Skills and Process Consultants... Discussion Question |
| | Chapter 12: How Can Change Constructs be Combined to Understand... Discussion Question |
| <i>Portfolio Activity Due: School-based Data Gathering</i> | |





Raymond J. Lapham, PhD.
West College of Education

Office/Phone: 940-397-4136

E-Mail: raymond.lapham@mwsu.edu

**Online Course Syllabus for
EDUC 5053 – X12 – Introduction to Educational Research - Fall 2017**

Course Dates: 08/26/2017 – 12/8/2017

Credit Hours: 3

Use the **email within D2L**. This will help us to organize a private email system for our class. You may use **my office email:** raymond.lapham@mwsu.edu in case needed. If you are using this email, make sure that you start the subject of the email with “**EDUC 5053: {student first name, last name}**” so that I will know that the email is from our class, which will promote faster replies. In case you need to talk to me – Yes, sometimes it will help to talk than using emails – please use **my office phone number (940)397-4136** and leave a message with your phone number, name, and course number (EDUC 5053) in case you end up in a voice message box. Another option is to email me your phone number. In both situations, I will contact you as soon as possible.

Goals and Objectives:

To provide students the knowledge, skills, and dispositions necessary to (1) read, understand, and appreciate research, and (2) write a mini literature review (around 7 pages in length).

Standards:

TSWBAT

1. Understand the rationale, purpose and ethical implications of research in educational settings. (CACREP standard a, e and f)
2. Identify types of data and associated appropriate measures of central tendency and descriptive statistics. (CACREP Standard b, c and d)
3. Describe null and directional hypothesis and interpret both from research questions. (CACREP Standard b, c and d)
4. Describe the differing types of reliability and validity and analyze the value of each in research articles. (CACREP Standard b, c and d)
5. Analyze inferences from bivariate correlation statistics (both parametric and non-parametric). (CACREP Standard b, c and d).
6. Interpret written results of parametric tests including; t-tests, ANOVA, and post hoc tests. (CACREP Standard b, c and d)
7. Interpret written results of nonparametric tests including Mann Whitney U, Kruskal Wallis, Chi Square, Fischer, and Wilcoxon.
8. Interpret results of qualitative research including single case, case study, focus groups, ethnography, and content analysis of written documents. (CACREP standard a and e)
9. Analyze quantitative, qualitative, and mixed methods research (CACREP Standard b)

10. Use information from critical analysis of previous research to create a literature review synthesizing multiple resources and contrasting differing points of view.

Catalog Description of the Course:

Prerequisite: Score of 3.5 on GRE Analytical Writing Section or 4.0 on the Criterion On-Line Writing Evaluation.

The course, EDUC 5053, fosters an understanding of the role of research in education and acquaints students with research methodologies appropriate to education while preparing them to understand, analyze, synthesize, and critically evaluate contemporary educational research. This course should be taken in the first or second semester of the program.

Required Textbook & Instructional Materials

Huck, Shuyler W. (2012). *Reading statistics and research*. (6th ed.). Boston: Pearson. ISBN: 978-0132178631

Handouts and copied materials as required through the semester.

Recommended Resources

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association. (You have access to this resource at Moffett library (for reference only)).
- Online or hard copy journal articles and books as assigned. **Study Hours and Tutoring Assistance**
- ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 397-4684, or visit the **ASC homepage** for more information.

Attendance / Participation

Students should participate in all online activities of this course. It is important that students should meet all the deadlines as posted online. In case of any emergency situation (like death or illness in family and so on) it is important that the student should report the same to the professor in a timely manner. It is your course and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Excessive tardiness or absence (as determined by the professor) might result in instructor-drop, if required.

Instructor-drop.

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to dropping the

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student from the class. The instructor-drop take precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

- | | |
|---|-----------------------------|
| 1. Discussion/On-line Collaboration (7 discussions) | 35 points (5 points each) |
| 2. Unit assignments (5 assignments) | 125 points (25 points each) |
| 3. Research Topic | 5 points |
| 4. Literature Search | 5 points |
| 5. Research Question / Introductory Paragraph | 5 points |
| 6. Draft 1: Mini literature review | 24 points |
| 7. Final mini literature review | 54 points |
| 8. NIH Certificate | |

REQUIRED if not enrolled in Counselling.

| | |
|--------------|------------|
| Total points | 253 points |
|--------------|------------|

Letter Grade Scale (The points obtained will be rounded to the nearest integer)

227 – 253 → A

202 – 226 → B

177 – 201 → C

151 – 176 → D

Less than 151 → F (*You must be kidding*)

***Late Work is not accepted for any reason. A due date may be extended depending on the coverage of the concepts, but once the due date is set, no assignments will be accepted after that. In fact, D2L platform will not allow you to submit the assignment after the deadline.**

**** Extra credit is not available.**

Course Assignment Descriptions:

One of the main purposes of this class is for you to understand the research literature corresponding to your topic. After you review the class power-points and read the assigned chapters, we will discuss various aspects of the corresponding research and research methodology using various on-line tools. There will be several checkpoints to check your understanding of the particular research topic. The first two assignments will measure whether you acquired the finesse of the learning material.

1. Discussion/On-line Collaboration and Activities (35 points) – The following rubric clarify the requirements of this crucial assignment. DUE DATE(S): Refer course schedule.

| Criteria | Excellent 4 points | Good 3 points | Almost there 2 points | Needs Improvement |
|----------|-----------------------|------------------|--------------------------|----------------------|
|----------|-----------------------|------------------|--------------------------|----------------------|

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| | | | | 1 point |
|----------------------|--|---|---|---|
| Participation | All four items below: 1. Responded to every post from your instructor. 2. Communicated (replied) once to your classmate. 3. Communicated (asked / replied) a second time to your classmate. 4. Initiated or posted a new discussion thread or thought. | Any three items below: 1. Responded to every post from your instructor. 2. Communicated (replied) once to your classmate. 3. Communicated (asked / replied) a second time to your classmate. 4. Initiated or posted a new discussion thread or thought. | Any two items below: 1. Responded to every post from your instructor. 2. Communicated (replied) once to your classmate. 3. Communicated (asked / replied) a second time to your classmate. 4. Initiated or posted a new discussion thread or thought. | Any two items below: 1. Responded to every post from your instructor. 2. Communicated (replied) once to your classmate. 3. Communicated (asked / replied) a second time to your classmate. 4. Initiated or posted a new discussion thread or thought. |
| Content | Your discussion was 1. Relevant 2. Appropriate 3. Helpful to improve the discussion. 4. Timely | Any three of the following: 1. Relevant 2. Appropriate 3. Helpful to improve the discussion. 4. Timely | Any two of the following: 1. Relevant 2. Appropriate 3. Helpful to improve the discussion. 4. Timely | Any one of the following: 1. Relevant 2. Appropriate 3. Helpful to improve the discussion. 4. Timely |

2. Unit assignments (5 units) 25 points each (125 points) – Unit assignments will be either quizzes or short questions. These assignments are used to determine your understanding of the research methods and to measure your capabilities to understand, analyze, synthesize, and critically evaluate contemporary educational research, based on your reading of the corresponding chapters and the discussions that we had on them. DUE DATE(S): Refer course schedule. Each Assignment will have its grading scales.
3. Research Topic (5 points) – You will decide on a general topic of interest related to your career / practice. Preferably, find a research topic that would benefit or enhance your practices, the topics that can be applied to daily activities. DUE DATE: Refer course schedule. Each Assignment will have its grading scales..
4. Literature Search (5 points) – You will write a reflection on (a) how you conducted the literature search, (b) criteria used for the search (c) resources used for the search (d) results of your search (e) any refinement done on the search criteria to produce relevant outcomes, and (f) any other information on the search you conducted. DUE DATE: Refer course schedule. Each Assignment will have its grading scales.
5. Research Question / Introductory Paragraph (5 points) – This assignment will help you to develop an introduction to your mini literature review, aligned with your research question and topic. The assignment will also highlight your acquaintance with APA style and will provide you an

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opportunity to get peer and professor feedback on the same. Refer course schedule. Each Assignment will have its grading scales.

6. Draft 1: Mini literature review (24 points) – Based upon readings, discussions, lectures, and activities in class, you will develop a draft for your mini literature review for your research question. You will be provided peer evaluations and professor comments to develop your draft into a well-drafted mini literature. Refer course schedule. Each Assignment will have its grading scales.

| Criteria | Rubric | | |
|--|--|--|---|
| Introduction | 0 | 2 | 4 |
| Statement of problem or purpose | Problem/purpose lacks at least two of the following: clarity, succinctness, validity | Problem/purpose lacks one of the following: clarity, succinctness, or validity | Valid problem/purpose is clearly and succinctly stated in the introduction |
| Breadth and/or narrowness of the problem | Problem/purpose has problems with both breadth and practicality | Problem/purpose either has problems with breadth or practicality | Valid problem/purpose that is sufficiently delimited while retaining practical value |
| Review of the Literature | 0 | 2 | 4 |
| Theoretical framework and rationale for research | No or weak organization, with no logical sequencing or structure. | There is a basic organization and flow, but not all sections or paragraphs follow in a natural or logical order. | Well organized, demonstrates logical sequencing and structure. Transitions tie sections together, as well as adjacent paragraphs. |
| Previous studies cited | Information is gathered from fewer than 5 sources, or the sources are not grounded in primary research | Information is gathered from 5 to 8 sources grounded in primary research, most of them directly relevant to the topic. | Information is gathered from 9 or more primary resources, most of them directly relevant to the topic. |
| Critical use of literature | Literature review lacks analysis | Literature is analyzed and reported as a summary | Literature review has been critically analyzed evaluating previous findings. |
| Grammar, etc. | 0 | 2 | 4 |
| | There are more than 5 errors. | There are no more than 5 errors. | There are no more than 3 errors. |

7. Final mini literature review (54 points) – Based on the feedback and comments from your professor and peer review, you will correct, clarify, reorganize, refine, and polish your Draft 1 for mini literature review and will submit a finished mini literature review. DUE DATE: Refer course schedule. Each Assignment will have its grading scales.

| Criteria | Rubric | | |
|--------------|--------|---|---|
| Introduction | 1 | 3 | 5 |

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| | | | |
|---|--|--|--|
| 1. Importance of problem | Introduction does not describe the importance of the problem | Introduction describes a reason for the problem, but does not ground it in theory | Introduction describes the grounded theory for the research problem and appropriate justification |
| 2. Narrowly defined question | Research question(s) is/are vague and/or un-measurable | Research question(s) is/are appropriately delimited to create a measurable study | NA |
| 3. Overview | The introduction does not provide an overview of what will be covered in the literature review | The introduction provides an overview of what will be covered in the literature review | NA |
| Literature Review | 1 | 3 | 5 |
| 1. Critical use of literature | Literature review lacks analysis | Literature is analyzed and reported as a summary | Literature review has been critically analyzed evaluating previous findings. |
| 2. Theoretical framework and rationale for research | Review lacks either a theoretical framework or a rationale for the research | The review relates to previous studies but, provides no theoretical framework | The review exhibits both a theoretical framework and rationale grounded in work of other researchers |
| 3. Previous studies cited | Review relies on secondary and tertiary sources | Review incorporates citations from secondary and primary sources | Review relies on primary sources. |
| 4. Clear and convincing rational for hypothesis/ question | Argument is loose and somewhat disorganized. | Argument can be followed, but some aspect of intro does not fit into/are not relevant for the justification. | Goes beyond reviewing the literature; creates a story that justifies current project |
| 5. Grammar | There are more than 5 errors. | There are no more than 5 errors. | There are no more than 3 errors. |
| 6. APA | There are more than 5 errors. | There are no more than 5 errors. | There are no more than 3 errors. |
| References | 1 | 3 | 5 |
| 1. Appropriate Sources | Uses 5 recent, professional, appropriate source | Uses 8 recent professional, appropriate source | Uses at least 10 recent, professional, appropriate source |
| 2. APA style | 4 or more minor errors in APA style OR 2 or more major errors | 1-3 minor errors in APA style OR 1 major error | Uses APA style appropriately in reference list |
| 3. Reference citations | Missing 1 ref citation from reference list or text | All cited references are listed in reference list All references in ref list are cited in text | NA |

8. **National Institute of Health IRB Training Certificate:** It is mandatory for all students other than those who are enrolled in Counselling to complete an online preparatory course from NIH. You are required to produce the certificate obtained from the NIH for the successful completion of

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the online training. Please log on to the web link, <https://phrp.nihtraining.com/users/login.php> for the training. If you need help to set your account, make sure that you ask me as early as possible.
DUE DATE: Refer course schedule.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into **D2L** through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into **D2L**.

Disability Support Services

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University graduate catalog for the process. Link: <http://catalog.mwsu.edu/index.php?catoid=10>

University Guideline for Concealed Carry of handguns on Campus

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <https://mwsu.edu/campus-carry/>

Concealed Carry at Professional Development Schools:

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Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools' campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.

Course Schedule:

Disclaimer Notice : Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately.

| <i>Classes</i> | <i>Topics</i> | <i>Action plan this week?</i> | <i>Assignments Due 11:45 PM in D2L</i> |
|----------------|--|---|--|
| Week 1 | Introduction Course Requirements and Expectations | Learn from Video Week 1; Participate in Discussion | Due 9/1/17 Discussion/On-line Collaboration 1 (5 points) |
| Week 2 | 1. Types of Data 2. Descriptive Statistics 3. Bivariate Correlation | Learn from Video Week 2; Submit Assignment 1 | Due 9/8/17 in drop box Assignment 1 (Chapters 2, 3, 9) (25 points) |
| Week 3 | 1. Picking a research topic 2. Finding information in the electronic library. 3. Writing Reviews 4. Guidelines for writing a first draft 5. Peer review and professor review | Learn from Video Week 3; Participate in Discussion | Due 9/15/17 Discussion/On-line Collaboration 2 (5 points) |
| Week 4 | 1. Reliability and Validity 2. Foundations of Inferential Statistics | Learn from Video Week 4; Submit Assignment 2; Submit Research Topic | Due 9/22/17 in drop box • Assignment 2 (Chapters 4, 5) (25 points) • Submit Research Topic (5 points) |
| Week 5 | 1. Sampling 2. Hypothesis Testing 3. NIH IRB training | Learn from Video Week 6; Submit Assignment 3 | Due 9/29/17 in drop box Assignment 3 (Chapters 6, 7) (25 points) |
| Week 6 | Examples / Discussions 1. Quantitative Analysis 2. Qualitative Analysis 3. Mixed Analysis | Learn from Video Week 5; Participate in Discussion | Due 10/06/17 Discussion/On-line Collaboration 3 (5 points) Submit NIH Training Certificate |
| Week 7 | 1. Inferential Statistics concerning of one or two means | Learn from Video Week 7; | Due 10/13/17 in drop box Assignment 4 |

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|---------|--|---|--|
| | 2. Tests on three or more means using a one-way ANOVA 3. Post hoc and planned comparison | Submit Assignment 4 | (Chapters 10, 11, 12) (25 points) |
| Week 8 | 1. Techniques to summarize lit. review 2. Synthesizing literature prior to writing 3. Guidelines for developing a coherent essay. 4. Guidelines on style, mechanics and language. | Learn from Video Week 8; Participate in Discussion | Due 10/20/17 Discussion/On-line Collaboration 4 (5 points) |
| Week 9 | Writing and library research. | Learn from Video Week 9 Participate in Discussion Submit Lit. Search Report | Due 10/27/17 <ul style="list-style-type: none"> • Discussion/On-line Collaboration 5 (5 points) • Literature Search Report (5 points) |
| Week 10 | 1. Inferences on percentages, proportions, and frequencies 2. Statistical tests on ranks 3. Bivariate, Multiple, and Logistic Regression | Learn from Video Week 10 Submit Assignment 5 | Due 11/03/17 in drop box Assignment 5 (Chapters 16, 17, 18) (25 points) |
| Week 11 | Qualitative Designs <ul style="list-style-type: none"> • Content Analysis • Time Series • Single Case | Learn from Video Week 11 Participate in Discussion Submit Draft 1 | Due 11/10/17 <ul style="list-style-type: none"> • Discussion/On-line Collaboration 6 (5 points) • Draft 1 of Mini literature review (24 points) in drop box |
| Week 12 | Peer Review of Draft 1 | Learn from Video Week 12 Peer Review 2 Lit Reviews | Due 11/17/17 Discussion/On-line Collaboration 7 (Every student will submit peer review for at least two classmates, determined by your professor) (5 points) |
| Week 13 | Thanks giving week | | |
| Week 14 | Learn from Video Week 14. | | |

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| | | | |
|---------|--|--------------------------|--|
| | Work individually on developing your final mini literature review. Make sure that you use peer review, professor review, and the concepts that you learned in this course. | | |
| Week 15 | Final mini literature review discussions | Learn from Video Week 15 | Due 12/8/17 in drop box Final mini literature review (54 points) |

On-line Instruction: On-line courses are convenient and effective method of learning. However, on-line courses require organization skills. The following are some recommendations to be successful in this course:

1. Schedule at least 7 to 9 hours a week for this course.
2. Adhere to the due dates. You may turn in assignments early. However, late work will not be accepted.
3. Seek clarification for any concern in a timely manner.

Wish you all success in this course.

Please enjoy the experience of understanding, analyzing, and synthesizing existing research.



Course Syllabus: Graduate Internship in Educational Leadership

West College of Education

EDLE 5693 Section 270

Spring 2018

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220 E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: Mon. 11:00am-3:00pm, Tuesday 9:30am-12:00pm, and Thurs.
9:30am – 12:00am and 2:00-3:00pm, and By appointment

COURSE INFORMATION

Course Description

EDLE 5693 is designed to be the last course of a degree/certification plan for aspiring school administrators. The Internship is a field-oriented course in which students work with a principal/mentor from their school or district. Interns will take part in at least 144 hours of relevant activities that address the ELCC (Educational Leadership Constituent Council) Standards for School Building Leaders.

Objectives:

- Interns will select an effective, veteran administrator as a mentor.
- Interns will apply knowledge and skills in a real school setting.
- Interns will complete a required activity representing each of the 6 ELCC standards and at least one activity from each elective option for each of the 6 ELCC standards.
- Interns will select other intern experiences that fit their setting and require them to work with diverse individuals and groups.
- Interns will keep a log of internship activities and a journal of what was learned.
- Interns will create an Internship Portfolio comprised of documentation of required internship activities and attaching previous assessments to the portfolio in TK20.
- Interns will create a leadership legacy statement for themselves.

Materials- Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Wilmore, B. E. & L. Wilmore (2013). *Passing the Principal TExES Exam: Keys to Certification and School Leadership* (Ed 2). Corwin: Thousand Oaks, CA. ISBN: 971452286013

Galford, R. & Maruca, R. (2006). *Your Leadership Legacy: Why looking toward the future will make you a better leader today*. Boston, MA: Harvard Business School Press.

Additional Resource Materials:

TeXes 068 Principal Preparation Exam Manual. Download at http://cms.texas-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf

Additional Readings

APA Guides

Moffett Library

http://www.youtube.com/playlist?list=PLzIDEiUWT8jkUkEnB3Bfk_kMRuXPAS5N6

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

APA 6th Ed. Citation Tutorial

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

Student Learning Outcomes (Standards/Objectives Covered)

Educational Leadership Constituent Council (ELCC) Standards are below:

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate

technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building

and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

West College of Education Conceptual Framework Statements

Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate her practice, particularly the effects of her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Class Policies

1. **Classroom Environment:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.
2. **Participation:** Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. **This is your warning as required by the policy. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**
3. **Absence Policy for Online Courses:** Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. **Candidates will receive a grade of F on the third missing or incomplete assignment. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**

Absence Policy for Face-to-Face Courses: Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. **Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from the classes as well.**
4. **Instructor Drop:** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

5. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.
6. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
7. **Plagiarism Statement:** "By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes" from Student Handbook. Acts of plagiarism will be dealt with swiftly and result in a course grade of F.
8. **Submission of Assignments:** All assignments must be submitted to the assignment page for this course in D2L. A minimum of 5 points will be deducted for assignments not submitted through D2L.
9. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. Ten percent will be deducted per day late, and any assignment submitted more than one week late will receive no more than 50% of the possible points. Three late or incomplete submissions will result in a grade of F. Arrangements must be made at least two days in advance for any exceptions to be given.
10. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Do not post anything you would not be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of "chat" or "instant messaging" jargon is not acceptable for D2L discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person's humorous comment can be another person's rude or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.

Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.

Course Assignments

The Internship is organized around these main activities:

- I. **Internship Activities:** Interns conduct the activities related to the ELCC Standards. Some activities are required for each standard. Other activities are selected by the intern and mentor. Interns keep a log and detailed journal of their internship experiences.
 - A. Internship Portfolio: Standards 1-6 Documentation (by standard)
 - B. Internship Log
 - C. Self-assessment with Mentor Feedback
- II. **Internship Portfolio:** A description and documentation of required activities is submitted to the Internship Portfolio in TK20.
- III. **Site Visits:** The course instructor makes at least three (3) observations of the intern at the internship site.
- IV. **Leadership Legacy Statement:** Interns read the *Your Leadership Legacy* by Galford and Maruca and create their own legacy statement.

Course Grading

Grades for the internship course will be assigned as follows:

| Activities | Point Value |
|--|-------------|
| Discussions | 60 |
| Required/Elective Activities and Supporting Documentation (Addressing ELCC Standards and TExES Practice Activities) | 340 |
| Activity plan and activity logs | 350 |
| Observations and meetings with mentor; Self-assessment w/ Mentor Feedback | 150 |
| Legacy Statement | 100 |

Role of Mentors

The mentors are busy principals who already have enormous responsibility. The goal of the internship program is for the intern to learn real world applications of leadership skills as well as to assist the mentor in whatever ways possible. It will be helpful for the mentor to (a) collaborate with the intern in developing a plan of activities and experiences, and (b) regularly set aside time with the intern to discuss issues and answer questions. At the end of the internship period, the mentor will be asked to complete an assessment of the intern's strengths and weaknesses.



Midwestern State University
Gordon T. and Ellen West College of Education
Educational Leadership 5583 – Curricular Supervision for School Leaders
Summer I 2017

Syllabus

Instructor:

Dr. Kym Acuna

Assistant Professor of Educational Leadership

Office Phone: 940-397-6220

E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: By appointment

Required texts:

- Ornstein, A., Pajak, E., & Ornstein, S. (2015). *Contemporary Issues in Curriculum, sixth edition*. Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-325997-1

Course Catalog Description

EDLE 5583 Students will study the curriculum development process including a review of the historical and philosophical foundations of curriculum. Various concepts, theories, and models inherent in curricular design are examined in light of contemporary driving forces including educational reform, multicultural populations, the accountability movement, and effective leadership practices.

Objectives:

- Students will examine philosophies of education.
- Students will make decisions regarding various curricular issues.
- Students will weigh the issues related to instructional coaching and instructional evaluation.
- Students will discuss how curriculum and learning things relate to administrator practice.
- Students will reflect on issues related to curriculum and teaching.
- Students will develop an instructional improvement plan.

Course Grade:

Grades for this course will be assigned as follows:

| | |
|---|-----|
| Case Study 1: A Clash Concerning the Arts Curriculum | 10% |
| Assignment 1: Overview of Educational Principals Chart | 10% |
| Case Study 2: School District Proposes Evaluations by Students | 10% |
| Assignment 2: Discussion Questions | 10% |
| Case Study 3: Language and Standardized Testing | 10% |
| Assignment 3: Intriguing Ideas | 10% |
| Case Study 4 or 5 | 10% |
| Assignment 4: Should the person who helps teachers improve instruction also evaluate their performance? | 10% |
| Case Study 6: School Board Debates Bilingual Education Program | 10% |
| Assignment 5: Graphic Organizer | 10% |

West College of Education Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

OTHER COURSE REQUIREMENTS:

Attendance/Participation:

- Regular online participation is required. Please pay careful attention to due dates. All of the reading is required.

Quality Requirements:

- "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.



Course Syllabus: Instructional Improvement and Staff Development

West College of Education

EDLE 5683 Section X20

Spring 2018 Online

Instructor: Dr. Kym Acuña

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220 E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: Mon. 11:00am-3:00pm, Tuesday 9:30am-12:00pm, and Thurs. 9:30am - 12:00am and 2:00-3:00pm, and By appointment

Required texts:

- Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and Instructional Leadership: A Developmental Approach*. Upper Saddle River, NJ: Pearson. 10th Edition 9780134449890

Course Catalog Description

EDLE 5683 Students will study how principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined.

Objectives:

- Students will examine traditional and dynamic schools.
- Students will complete a virtual walkthrough of two classrooms.
- Students will discuss how to deal with a dysfunctional group member.
- Students will plan for school wide action research.
- Students will reflect on cultural tasks of supervision
- Students will develop an instructional improvement plan.

Course Grade:

Grades for this course will be assigned as follows:

| | |
|---|-----|
| Activity 1A: Visual- Characteristics of Schools | 5% |
| Activity 1B: Reflective Exercises- Educational Beliefs, Teaching, and Supervision | 5% |
| Activity 1C: Adults as Learners | 5% |
| Activity 2A: Supervisory Approaches Chart | 5% |
| Activity 2B: Developmental Supervision Decisions | 5% |
| Activity 2C: 360 Degree Feedback | 5% |
| Activity 3A: Virtual Walkthroughs | 10% |
| Activity 3B: Designing Evaluation | 5% |
| Activity 4A: Clinical Supervision Vignette | 5% |
| Activity 4B: Dysfunctional Group Member Discussion | 5% |
| Activity 4C: School-wide Action Research Project Plan | 10% |
| Activity 4D: Professional Development Enhancement | 5% |
| Activity 5A: Chapter Reflections- Chapters 20-22 | 5% |
| Final Project: Instructional Improvement Plan | 25% |

West College of Education Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures

and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

OTHER COURSE REQUIREMENTS:

Attendance/Participation:

- Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; timely participation will be considered part of the grade.

Quality Requirements:

- "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
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MSU Writing Center:

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. □

Concealed Carry Statements for the West College of Education

University Guidelines

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <http://mwsu.edu/campus-carry/>.

Concealed Carry in Kinesiology:

Participation in physical activity classes often require students to wear garments, which may make concealed carry of a firearm difficult if not impossible. Attempting to keep a firearm concealed while participating in an activity may be difficult. In addition, guidelines of concealed carry require the owner to maintain control of his/her firearm at all times, meaning leaving it in a backpack would not be acceptable. Students are reminded that intentional display of a firearm may result in criminal and/or civil penalties and unintentional display of a firearm is a violation of university policies and may result in disciplinary actions up to and including expulsion from the program and university.

*Note – as stated in MSU Guidelines, D.L. Ligon Coliseum is listed as an exclusionary area where a concealed firearm may not be carried

Concealed Carry at Professional Development Schools:

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.

Helpful Hints for Using D2L at MSU

- Do not use Internet Explorer. Firefox, Chrome, or Safari work best. Most issues are browser related.
- If you encounter technical issues, submit an Online Problem Report to distance2.mwsu.edu/oprs.asp. Please fill out the form correctly and completely. This form is not for asking course related questions, only reporting technical issues. You can also email us at distance.learning@mwsu.edu
- OPRs are answered until 10pm, seven days a week. After 10pm, it will be answered the next morning.
- If you have an exam due late at night, we recommend you take it early the first time. That way there will be someone available to assist.
- Do not take quizzes/exams on your phone. Use a computer. Occasionally phone exams do not submit.
- Remember technology is similar to Murphy's Law. If it can go wrong, it probably will. So be prepared.
- The Distance Education Staff are here to help make sure you have a successful semester.

Extra Credit

No extra credit assignments will be given or accepted.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Dr. Acuña. This means only illness or family emergency.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are required to complete assignments within the timeframes established for each assignment. Attendance for this online course is determined by logins to D2L and timely completion of assignments.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

College Policies

Campus Carry Rules/Policies

Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.



Midwestern State University
Gordon T. and Ellen West College of Education
Educational Leadership 5653 – Building School Communities for Diverse Learners
Summer II, 2017

Syllabus

Instructor:

Dr. Kym Acuna

Assistant Professor of Educational Leadership
Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220

E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: By appointment

Required texts:

- Lindsey, R., Robins, K., & Terrell, R. (2009). *Cultural Proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin Press.
- Ontario Principals Council. (2012). *The Principal a Leader of the Equitable School*. Thousand Oaks, CA: Corwin Press.

Course Catalog Description

EDLE 5653 A study of the characteristics and educational needs of diverse communities. The primary focus is to equip educational leaders with the knowledge and skills to recognize, implement, and maintain inclusive and effective instructional programs that ensure success for all students.

Objectives:

- Students will reflect on their own cultural proficiency.
- Students will discover the conceptual proficiency framework, how it relates to schools, and the tools for promoting cultural proficiency .
- Students will reflect on their practice as a school leader as it relates to leading an equitable school.
- Students will practice gathering observational data in order to create a plan for school improvement as it relates to equity.
- Students will examine cases to uncover issues relating to creating equitable schools.
- Students will participate in a community service activity and reflect on what they learned about interacting with individuals different from themselves.

Course Grade:

Grades for this course will be assigned as follows:

| | |
|--|-----|
| Discussion Activities | 25% |
| Journal | 5% |
| Case Studies | 20% |
| Cultural Proficiency and Reflection Activities | 25% |
| Service Learning Project | 25% |

West College of Education Conceptual Framework

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Principal Standard: School Culture

| Principal Standard: School Culture--Page 2 | | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| Topic | SC 1 | SC 2 | SC 3 | SC 4 | SC 5 | SC 6 | SC 7 | SC 8 | SC 9 | SC 10 | SC 11 | SC 12 | SC 13 |
| Section 504--Rehabilitation Act of 1973 | | | | | | | | | | | | | |
| Site-based Decision Making | X | X | X | X | X | | X | X | X | | X | | X |
| Special Education Law: What Adm Must Know | | | | | | | | | | | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | | X | X | X | | X |
| Texas Teacher Evaluation and Support System (T-TESS) | | | X | | X | | X | X | | X | | | |
| Title Grants | | | | | | | | | | | | X | |
| Title I / CNA / CIP / Equity Plans / ESSA | | X | X | X | X | | | | | | X | | X |

Topic

[illegible]

| Principal Standard: Leading Learning--Page 2 | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|-------|-------|
| Topic | LL 1 | LL 2 | LL 3 | LL 4 | LL 5 | LL 6 | LL 7 | LL 8 | LL 9 | LL 10 | LL 11 |
| Site-based Decision Making | X | X | | X | X | X | X | X | X | X | |
| Special Education Law: What Adm Must Know | | | | | | | | X | X | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | X | X | X | |
| Title Grants | | | | X | | | X | | | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | X | | X | X | | | X | | | |

[illegible]

| Principal Standard: Human Capital--Page 2 | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|-------|
| Topic | HC 1 | HC 2 | HC 3 | HC 4 | HC 5 | HC 6 | HC 7 | HC 8 | HC 9 | HC 10 |
| Section 504--Rehabilitation Act of 1973 | | | | | | | | | | |
| Site-based Decision Making | X | | | | X | X | X | X | X | X |
| Special Education Law: What Adm Must Know | | | | | | | | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | X | | |
| Texas Teacher Evaluation and Support System (T-TESS) | X | X | X | X | X | X | X | X | | |
| Title Grants | | | | | | | | | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | | | | X | X | X | X | | |

| Principal Standard: Executive Leadership | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|-------|-------|
| Topics | EL 1 | EL 2 | EL 3 | EL 4 | EL 5 | EL 6 | EL 7 | EL 8 | EL 9 | EL 10 | EL 11 |
| Advancing Educational Leadership (AEL) | X | X | | | | | | X | X | X | X |
| Alignment of Curriculum/TEKS RS | | | | | | | | | | | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | | | | X | | X | X | | |
| Campus Discipline | | | X | | | X | X | X | | | |
| Campus Finance | | | | | | | | | | | |
| Campus Vision/Change Leadership/Stakeholder Comm | | | | | | | | | | | |
| Career and Technical Education (CTE) | | | X | X | X | X | X | X | X | | X |
| Chapter 37 Discipline / PEIMS | | | | | | | | | | | |
| Contracts / At-Will / Grievances | | | | | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | | | | | | | |
| Documentation | | | X | | | | X | X | | | |
| English Language Learners/Bilingual / LPAC | | | | | | | | | | | |
| Ethics | | | | | | | | | | | |
| Food Service | | | | | | | | | | | |
| Fundamental 5 | | | | | | | | | | | |
| Get Better Faster: Instructional Coaching | | | X | | | | | | | | |
| Get Better Faster: Real Time Effective Feedback | | | X | | | | | | | | |
| Guidance and Counseling Programs | | | | | | | | | | | |
| Health Services | | | | | | | | | | | |
| Instructional Leadership: Campus Instructional Focus | | | | | | | | | | | |
| Instructional Leadership: Instruct. Specialist/Human Res | | | X | | | X | | | | | X |
| Learning-focused Conversations | | | X | | | | X | | | X | X |
| Learning-focused Supervision | | | X | | | | X | | | X | X |
| Management and Leadership | | | | | | | | | | | |
| Marzano's Nine Essential Instructional Strategies | | | X | X | | X | X | X | X | X | X |
| McKinney-Vento Homeless Assistance Act | X | X | | | | | | | | | |
| Nature and Needs for Administrators and Counselors | | | | | | | | | | | |
| Personnel | | | | | | | | | | | |
| School Climate and Culture | | | | | | | | | | | |
| School Safety / Safety Audits / EOP | | | | | | | | X | | | |

| Principal Standard: Executive Leadership--Page 2 | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|-------|-------|
| Topics | EL 1 | EL 2 | EL 3 | EL 4 | EL 5 | EL 6 | EL 7 | EL 8 | EL 9 | EL 10 | EL 11 |
| Section 504--Rehabilitation Act of 1973 | | | | | | | | | | | |
| Site-based Decision Making | | | | X | X | X | X | X | X | X | |
| Special Education Law: What Adm Must Know | | | | | X | | | | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | X | X | X | X |
| Texas Teacher Evaluation and Support System (T-TESS) | | | X | | | | X | X | X | | |
| Title Grants | | | | | | | | | | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | | | | X | X | X | X | X | | X |

| Principal Standard: Strategic Operations | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|-------|-------|
| Topic | SO 1 | SO 2 | SO 3 | SO 4 | SO 5 | SO 6 | SO 7 | SO 8 | SO 9 | SO 10 | SO 11 |
| Advancing Educational Leadership (AEL) | X | X | X | X | X | X | X | | | X | X |
| Alignment of Curriculum/TEKS RS | | | | | | | | | | | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | | | | | X | | | | |
| Campus Discipline | | | | | | | X | | | | |
| Campus Finance | X | X | X | X | X | | X | X | | X | X |
| Campus Vision/Change Leadership/Stakeholder Comm | | X | | X | | | X | X | X | | |
| Career and Technical Education (CTE) | X | X | X | | | | X | X | | X | |
| Chapter 37 Discipline / PEIMS | | | | | | X | X | | | | X |
| Contracts / At-Will / Grievances | | | | | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | | | | | X | | |
| Documentation | | | | | | | X | | | | |
| English Language Learners/Bilingual / LPAC | | | | X | X | | X | | | | X |
| Ethics | | | | | | | | | | | |
| Food Service | | | | | | X | X | | | | |
| Fundamental 5 | | X | | X | | | | | | | |
| Get Better Faster: Instructional Coaching | | | | | | | X | | | | |
| Get Better Faster: Real Time Effective Feedback | | | | | | | X | | | | |
| Guidance and Counseling Programs | | | | | | | | | | | |
| Health Services | | | | | | | X | | | | |
| Instructional Leadership: Campus Instructional Focus | X | X | | X | | | | | | | |
| Instructional Leadership: Instruct. Specialist/Human Res | | X | | X | | | X | | | | X |
| Learning-focused Conversations | X | X | X | X | X | | X | | | | X |
| Learning-focused Supervision | X | X | X | X | X | | X | | | | X |
| Management and Leadership | X | X | X | X | X | X | X | | | | X |
| Marzano's Nine Essential Instructional Strategies | | | | | | | | | | | |
| McKinney-Vento Homeless Assistance Act | | | | X | | | | | | | |
| Nature and Needs for Administrators and Counselors | | | | | | | | | | X | |
| Personnel | | | | | | | X | | | | |
| School Climate and Culture | | | | | | | | | | | |
| School Safety / Safety Audits / EOP | | | | | | X | X | | | | |

| Principal Standard: Strategic Operations--Page 2 | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|-------|-------|
| Topic | SO 1 | SO 2 | SO 3 | SO 4 | SO 5 | SO 6 | SO 7 | SO 8 | SO 9 | SO 10 | SO 11 |
| Section 504--Rehabilitation Act of 1973 | | | | X | | | X | | | | |
| Site-based Decision Making | X | X | X | X | X | | X | X | | X | X |
| Special Education Law: What Adm Must Know | | | X | | | | X | | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | | | X | X |
| Texas Teacher Evaluation and Support System (T-TESS) | X | X | | X | X | | X | | | | |
| Title Grants | X | X | X | | | | X | X | | X | |
| Title I / CNA / CIP / Equity Plans / ESSA | X | X | X | X | | | X | X | | X | X |
| | | | | | | | X | | | | |

| Principal Standard: Ethics, Equity, and Diversity | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--|
| Topic | EED 1 | EED 2 | EED 3 | EED 4 | EED 5 | EED 6 | EED 7 | EED 8 | EED 9 | EED 10 | EED 11 | |
| Advancing Educational Leadership (AEL) | X | X | | | | | | | | | | |
| Alignment of Curriculum/TEKS RS | | | | X | X | X | X | X | | X | | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | | X | X | | | | | | | |
| Campus Discipline | | | | | | X | | | | | X | |
| Campus Finance | | | | | | | | | | | | |
| Campus Vision/Change Leadership/Stakeholder Comm. | | | | | | | | X | | | | |
| Career and Technical Education (CTE) | | | | X | X | X | X | | | | | |
| Chapter 37 Discipline / PEIMS | | | | X | X | X | | | | | X | |
| Contracts / At-Will / Grievances | X | X | | | | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | | | | | | | | |
| Documentation | X | X | X | | X | | | | | | X | |
| English Language Learners/Bilingual / LPAC | X | X | X | X | X | X | X | | | | X | |
| Ethics | X | X | X | | | | | | | | X | |
| Food Service | | | | | | | | | | | | |
| Fundamental 5 | | | | | X | | X | | | | | |
| Get Better Faster: Real Time Effective Feedback | X | X | X | X | X | X | X | X | X | | | |
| Get Better Faster: Instructional Coaching | X | X | X | X | X | X | X | X | X | | | |
| Guidance and Counseling Programs | | | | X | | X | X | | | | | |
| Health Services | | | | | | | | | | | | |
| Instructional Leadership: Campus Instructional Focus | | | | | X | | | | | | | |
| Instructional Leadership: Instruct. Specialist/Human Res. | | | | X | X | X | X | X | X | X | | |
| Learning-focused Conversations | X | X | X | X | | X | X | X | X | | | |
| Learning-focused Supervision | X | X | X | X | X | X | X | X | X | | | |
| Management and Leadership | X | X | X | X | X | X | X | X | X | | | |
| Marzano's Nine Essential Instructional Strategies | | | | | | | | | | | X | |
| McKinney-Vento Homeless Assistance Act | X | X | X | X | X | X | X | | | | | |
| Nature and Needs for Administrators and Counselors | | | | X | X | X | X | | | | | |
| Personnel | X | X | | | | | | | | | | |
| School Climate and Culture | | | | | | | | | | | | |
| School Safety / Safety Audits / EOP | | | | | | | | | | | | |
| Section 504--Rehabilitation Act of 1973 | X | X | X | X | X | X | X | | | | | |

| Principal Standard: Ethics, Equity, and Diversity--Page 2 | | EED 1 | EED 2 | EED 3 | EED 4 | EED 5 | EED 6 | EED 7 | EED 8 | EED 9 | EED 10 | EED 11 |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|
| Topic | | | | | | | | | | | | |
| Site-based Decision Making | | | | | X | X | X | X | X | X | X | |
| Special Education Law: What Adm Must Know | | X | X | | X | X | X | X | | | | |
| State Accountability / TAPR / TAIS Process | | X | X | X | X | X | X | X | X | X | | |
| Texas Teacher Evaluation and Support System (T-TESS) | | X | X | X | X | X | X | X | X | | | |
| Title Grants | | X | X | | X | X | X | X | X | | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | | | | X | X | X | X | | | X | |

| TExES 268--Domain I: School Culture | | | | | | | | | | | | | | | |
|--|----------------|---|---|---|---|---|---|---|---|----------------|---|---|---|---|--|
| Topic | Competency 001 | | | | | | | | | Competency 002 | | | | | |
| | A | B | C | D | E | F | G | H | I | J | A | B | C | D | |
| Advancing Educational Leadership (AEL) | X | | | | | | | | | | | | | | |
| Alignment of Curriculum/TEKS RS | | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | | | | | | | | | | | | | |
| Campus Discipline | | | | | | | X | X | X | | | | X | X | |
| Campus Finance | | | | X | | | | | | | | | X | | |
| Campus Vision/Change Leadership/Comm. Stakeholders | X | X | X | X | X | X | X | X | | | X | X | X | X | |
| Career and Technical Education (CTE) | | | | | | | | | | | | | | | |
| Chapter 37 Discipline / PEIMS | | | | | | | | | | | | | | | |
| Contracts / At-Will / Grievances | | | | | | | | | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | | | | | | | | | | | |
| Documentation | | | | | | | | | | | | | X | | |
| English Language Learners/Bilingual / LPAC | | | | | | | | | | | | | | | |
| Ethics | | | | | | | | | | | | | | | |
| Food Service | | | | | | | | | | | | | | | |
| Fundamental 5 | | | X | | X | X | X | X | X | | | | | | |
| Get Better Faster: Instructional Coaching | | | | | X | X | X | X | | | X | X | X | | |
| Get Better Faster: Real Time Effective Feedback | | | | | | X | X | X | | | X | X | X | | |
| Guidance and Counseling Programs | | | | | | | | | | | | | | | |
| Health Services | | | | | | | | | | | | | | | |
| Instructional Leadership: Campus Instructional Focus | X | X | X | | X | | X | X | | | | | | | |
| Instructional Leadership: Inst. Specialist / HR | X | | | | | X | X | X | | | | | X | | |
| Learning-focused Conversations | | | | | | X | | | | | | | X | | |
| Learning-focused Supervision | | | | | | X | | | | | X | X | X | | |
| Management and Leadership | | | | | X | X | | | | | X | X | X | | |
| Marzano's Nine Essential Instructional Strategies | X | | X | | | X | | | | | | | | | |
| McKinney-Vento Homeless Assistance Act | X | | | | | X | | | | | | | | | |
| Nature and Needs for Administrators and Counselors | | | | | | | | | | | | | | | |
| Personnel | | | | | | | | | | | | | | | |
| School Climate and Culture | X | X | X | X | X | X | X | X | X | X | | | | | |
| School Safety / Safety Audits / EOP | | | | | | | | | | | | | | | |
| Section 504--Rehabilitation Act of 1973 | | | | | | | | | | | | | | | |

| TExES 268--Domain I: School Culture--Page 2 | | | | | | | | | | | | | | | | |
|--|----------------|---|---|---|---|---|---|---|---|---|----------------|---|---|---|--|--|
| Topic | Competency 001 | | | | | | | | | | Competency 002 | | | | | |
| | A | B | C | D | E | F | G | H | I | J | A | B | C | D | | |
| Site-based Decision Making | X | X | X | X | X | X | X | X | | X | | X | X | X | | |
| Special Education Law: What Adm Must Know | | | | | | | | | | | | | | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | |
| Texas Teacher Evaluation and Support System (T-TESS) | X | | X | | X | X | | | | | | X | X | | | |
| Title Grants | | | | | X | | | X | X | | | | | X | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | X | X | X | | X | | X | X | | | | | X | | |

| TExES 268--Domain II: Leading Learning | | | | | | | | | | | | |
|--|----------------|---|---|---|---|----------------|---|---|---|---|---|---|
| Topic | Competency 003 | | | | | Competency 004 | | | | | | |
| | A | B | C | D | E | A | B | C | D | E | | |
| Advancing Educational Leadership (AEL) | X | | | | | | | | | | | |
| Alignment of Curriculum/TEKS RS | | X | X | X | X | X | X | X | X | | | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | X | X | | | X | | | | | |
| Campus Discipline | | | | | | | | | | | | |
| Campus Finance | | | | | | | | | | | | |
| Campus Vision/Change Leadership/Comm. Stakeholders | | | | | X | X | X | X | X | | | |
| Career and Technical Education (CTE) | | | | | X | | | | | | | |
| Chapter 37 Discipline / PEIMS | | X | | X | | | X | | | | | |
| Contracts / At-Will / Grievances | | | | | | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | X | | | | | | | |
| Documentation | X | | | | | X | | X | X | | | |
| English Language Learners/Bilingual / LPAC | X | X | | | | | | | | | | |
| Ethics | | | | | | | | | | | | |
| Food Service | | | | | | | | | | | | |
| Fundamental 5 | X | X | | | | X | X | | X | | | |
| Get Better Faster: Instructional Coaching | X | | X | | | X | | X | X | | | |
| Get Better Faster: Real Time Effective Feedback | X | | X | | | X | | X | X | | | |
| Guidance and Counseling Programs | | | | | | | | | | | | |
| Health Services | | | | | | | | | | | | |
| Instructional Leadership: Campus Instructional Focus | X | X | | | | X | | | | | | |
| Instructional Leadership: Inst. Specialist / HR | X | X | X | X | | X | X | X | X | | | |
| Learning-focused Conversations | X | X | | | | X | | X | X | X | X | |
| Learning-focused Supervision | X | X | | | | X | | X | X | X | X | |
| Management and Leadership | X | X | | | | X | X | X | X | | | |
| Marzano's Nine Essential Instructional Strategies | X | X | | | | X | | X | X | X | X | |
| McKinney-Vento Homeless Assistance Act | | | | | | | | | | | | |
| Nature and Needs for Administrators and Counselors | | X | | | | | | | | | X | |
| Personnel | | | | | | | | | | | | |
| School Climate and Culture | | | | | | | | | | | | |
| School Safety / Safety Audits / EOP | | | | | | | | | | | | |
| Section 504--Rehabilitation Act of 1973 | | | | | | | | X | | | | X |

| TExES 268--Domain II: Leading Learning--Page 2 | | | | | | | | | | | | |
|--|----------------|---|---|---|---|----------------|---|---|---|---|--|--|
| Topic | Competency 003 | | | | | Competency 004 | | | | | | |
| | A | B | C | D | E | A | B | C | D | E | | |
| Site-based Decision Making | X | X | X | X | | | X | X | X | X | | |
| Special Education Law: What Adm Must Know | | | | | | | | | | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | | X | X | X | X | | | |
| Texas Teacher Evaluation and Support System (T-TESS) | X | X | | | | X | X | X | X | X | | |
| Title Grants | | X | | | | | X | X | X | | | |
| Title I / CNA / CIP / Equity Plans / ESSA | X | X | X | | | | | | | | | |

[illegible]

| TExES 268--Domain III: Human Capital-Page 2 | | | | | | | | | | | | |
|--|----------------|---|---|---|---|---|----------------|---|---|---|---|---|
| Topic | Competency 005 | | | | | | Competency 006 | | | | | |
| | A | B | C | D | E | F | A | B | C | D | | |
| Site-based Decision Making | | | X | X | | | X | X | X | X | | |
| Special Education Law: What Adm Must Know | | | | | | | | | | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | X | X | | X | X |
| Texas Teacher Evaluation and Support System (T-TESS) | X | X | X | X | X | | X | | | | | X |
| Title Grants | | | | | | | | | | | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | | X | X | | | | X | | | | |

| TEXES 268--Domain IV: Executive Leadership | | | | | | | | | | |
|--|----------------|---|---|---|---|----------------|---|---|---|---|
| Topic | Competency 007 | | | | | Competency 008 | | | | |
| | A | B | C | D | E | A | B | C | D | E |
| Advancing Educational Leadership (AEL) | | | | | | X | X | X | X | X |
| Alignment of Curriculum/TEKS RS | | | | | | | | | | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | | | | X | X | X | | |
| Campus Discipline | X | | | | | X | X | X | | |
| Campus Finance | | | | | | | | | | |
| Campus Vision/Change Leadership/Comm. Stakeholders | | | | | | X | X | X | X | X |
| Career and Technical Education (CTE) | | | | | | | | | | |
| Chapter 37 Discipline / PEIMS | | | | | | | | | | |
| Contracts / At-Will / Grievances | | | | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | | | | | | |
| Documentation | X | | X | | | X | X | X | | |
| English Language Learners/Bilingual / LPAC | | | | | | | | | | |
| Ethics | | | | | | | | | | |
| Food Service | | | | | | | | | | |
| Fundamental 5 | | | | | | | | | | |
| Get Better Faster: Instructional Coaching | X | | | | | | | | | |
| Get Better Faster: Real Time Effective Feedback | X | | | | | | | | | |
| Guidance and Counseling Programs | | | | | | | | | | |
| Health Services | | | | | | | | | | |
| Instructional Leadership: Campus Instructional Focus | | | | | | | | | | |
| Instructional Leadership: Inst. Specialist / HR | X | X | | | | X | | X | X | X |
| Learning-focused Conversations | X | X | | | | X | X | X | | X |
| Learning-focused Supervision | X | X | | | | X | X | X | | X |
| Management and Leadership | X | X | | | | X | X | X | X | X |
| Marzano's Nine Essential Instructional Strategies | | | | | | | | | | |
| McKinney-Vento Homeless Assistance Act | | | | | | X | | | | |
| Nature and Needs for Administrators and Counselors | | | | | | | | | | |
| Personnel | | | | | | | | | | |
| School Climate and Culture | | | | | | | | | | |
| School Safety / Safety Audits / EOP | | | | | | | | | | |
| Section 504--Rehabilitation Act of 1973 | | | | | | | | | | |

| TExES 268--Domain IV: Executive Leadership--Page 2 | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|--|
| Topic | A | B | C | D | A | B | C | D | E | |
| Site-based Decision Making | | | X | X | X | X | X | X | X | |
| Special Education Law: What Adm Must Know | | | | X | | | X | | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | X | X | |
| Title Grants | | | | | | | | | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | | | X | X | X | X | X | X | |

| TEXES 268--Domain V: Strategic Operations | | | | | | | | | | | | |
|--|----------------|---|---|---|---|----------------|---|---|---|---|---|---|
| Topic | Competency 009 | | | | | Competency 010 | | | | | | |
| | A | B | C | D | A | B | C | D | E | F | G | H |
| Advancing Educational Leadership (AEL) | X | | | | | | | | | | | |
| Alignment of Curriculum/TEKS RS | | X | X | X | | | | | | X | X | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | | | | X | | | | | X | X |
| Campus Discipline | | | | | | X | | | | | X | X |
| Campus Finance | X | X | X | X | | | | X | | | X | |
| Campus Vision/Change Leadership/Comm. Stakeholders | X | X | | X | | | | | X | | X | |
| Career and Technical Education (CTE) | X | X | X | | | | | X | | X | | |
| Chapter 37 Discipline / PEIMS | | | | | X | | | X | | | | X |
| Contracts / At-Will / Grievances | | | | | | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | | | | | X | | | |
| Documentation | | | | | | | | | | | | |
| English Language Learners/Bilingual / LPAC | | X | | | | | | X | | | X | X |
| Ethics | | | | | | | | | | | | |
| Food Service | | | | | | | | X | | | | |
| Fundamental 5 | | X | | | | | | | | | | |
| Get Better Faster: Instructional Coaching | | | | | | | | | | | | |
| Get Better Faster: Real Time Effective Feedback | | | | | | | | X | | | | |
| Guidance and Counseling Programs | | | | | | | | X | | | | |
| Health Services | | | | | | | | | | | | |
| Instructional Leadership: Campus Instructional Focus | X | X | | | | | | | | | | |
| Instructional Leadership: Inst. Specialist / HR | X | X | | | | | | X | | X | X | |
| Learning-focused Conversations | X | X | X | X | | | | | | | X | |
| Learning-focused Supervision | X | X | X | X | | | | | | | X | |
| Management and Leadership | X | X | X | X | | | | | | | X | |
| Marzano's Nine Essential Instructional Strategies | | | | | | | | | | | | |
| McKinney-Vento Homeless Assistance Act | | | | | | | | | | X | X | |
| Nature and Needs for Administrators and Counselors | | | | | | | | | | X | X | |
| Personnel | | | | | | | | | | | | |
| School Climate and Culture | | | | | X | | | | | | | |
| School Safety / Safety Audits / EOP | | | | | | | | | | | | |
| Section 504--Rehabilitation Act of 1973 | | X | | X | | | | X | | X | X | |

| TExES 268--Domain V: Strategic Operations--Page 2 | | | | | | | | | | | | |
|--|----------------|---|---|---|----------------|---|---|---|---|---|---|---|
| Topic | Competency 009 | | | | Competency 010 | | | | | | | |
| | A | B | C | D | A | B | C | D | E | F | G | H |
| Site-based Decision Making | X | X | X | X | | | X | X | | X | X | |
| Special Education Law: What Adm Must Know | | | | | | | X | | | | X | X |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | | | | X | X | |
| Texas Teacher Evaluation and Support System (T-TESS) | X | X | | X | | X | X | X | | | | |
| Title Grants | X | X | X | | | | | X | | X | X | |
| Title I / CNA / CIP / Equity Plans / ESSA | X | X | X | | | | X | X | | X | X | |

| TExES 268--Domain VI: Ethics, Equity, & Diversity | | | | | | | | | |
|--|----------------|---|---|---|---|---|---|---|--|
| Topic | Competency 011 | | | | | | | | |
| | A | B | C | D | E | F | G | H | |
| Advancing Educational Leadership (AEL) | X | X | X | X | X | X | X | X | |
| Alignment of Curriculum/TEKS RS | | | | | | | | | |
| Campus Behavior Coordinator/David's Law/ Bullying | | | X | | X | X | X | | |
| Campus Discipline | | | | | | | | | |
| Campus Finance | | | | | | | | | |
| Campus Vision/Change Leadership/Comm. Stakeholders | | | | | | | | | |
| Career and Technical Education (CTE) | | | X | X | | X | X | | |
| Chapter 37 Discipline / PEIMS | | | X | X | X | | X | | |
| Contracts / At-Will / Grievances | X | X | | | | | | | |
| Digital Innovation (Technology Integration) | | | | | | | | | |
| Documentation | X | | | X | | | X | | |
| English Language Learners/Bilingual / LPAC | X | X | X | X | X | X | X | | |
| Ethics | X | X | X | X | | | X | X | |
| Food Service | | | | | | | | | |
| Fundamental 5 | | | X | X | | X | | | |
| Get Better Faster: Instructional Coaching | X | X | X | X | | | | | |
| Get Better Faster: Real Time Effective Feedback | X | X | X | X | | | | | |
| Guidance and Counseling Programs | | | X | | X | X | | | |
| Health Services | | | | | | | | | |
| Instructional Leadership: Campus Instructional Focus | | | | X | | | | | |
| Instructional Leadership: Inst. Specialist / HR | | X | X | X | | X | X | | |
| Learning-focused Conversations | X | X | X | X | X | X | | | |
| Learning-focused Supervision | X | X | X | X | X | X | | | |
| Management and Leadership | X | X | | X | | | | | |
| Marzano's Nine Essential Instructional Strategies | | | | | | | | | |
| McKinney-Vento Homeless Assistance Act | | | X | X | X | X | | | |
| Nature and Needs for Administrators and Counselors | | | X | X | X | X | | | |
| Personnel | X | X | | | | | | | |
| School Climate and Culture | | | | | | | | | |
| School Safety / Safety Audits / EOP | | | | | | | | | |
| Section 504--Rehabilitation Act of 1973 | X | X | X | X | X | X | X | | |

| TEGES 268--Domain VI: Ethics, Equity, & Diversity--Page 2 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|--|
| Topic | A | B | C | D | E | F | G | H | |
| Site-based Decision Making | | | X | X | X | X | | | |
| Special Education Law: What Adm Must Know | X | X | X | X | | X | X | | |
| State Accountability / TAPR / TAIS Process | X | X | X | X | X | X | X | | |
| Texas Teacher Evaluation and Support System (T-TESS) | X | X | X | X | X | X | | | |
| Title Grants | X | X | X | X | X | X | X | | |
| Title I / CNA / CIP / Equity Plans / ESSA | | | | X | X | X | | | |

Scope and Sequence: Sequence

[illegible][illegible]

Attachment # 2 A: Field Supervisor Observation Documentation

AACP Field Supervisor Observation Documentation

Region 14 Alternative Certification Program

Intern:

Date:

Site Supervisor:

Observation Time: _____ to _____

Campus:

Pre-Conference: ☐ E-mail ☐ Phone

Date Practicum Began:

☐ Face-to-Face / Technology

Pre-Conference Data Attached: ☐ Yes ☐ No

Pre-Conference Date:

Formal Observation: ☐ First ☐ Second ☐ Third

Contact made with the following individuals:

☐ Intern ☐ Site Supervisor ☐ Central Office Personnel ☐ Other:

Principal Standard(s) Observed:

| | |
|---|--|
| <input type="checkbox"/> School Culture | <input type="checkbox"/> Executive Leadership |
| <input type="checkbox"/> Leading Learning | <input type="checkbox"/> Strategic Operations |
| <input type="checkbox"/> Human Capital | <input type="checkbox"/> Ethics, Equity, Diversity |

Activity Observed:

Educational Practices Observed:

Field Supervisor Observations: _____

Attachment # 2 A: Field Supervisor Observation Documentation

Interactive Post-Conference: Date: _____ Time: _____

☐ E-mail ☐ Phone ☐ Face-to-Face

Post-Conference Data Attached: ☐ Yes ☐ No

Post-Conference Topics:

- Reflection on Observed Activity
 - Did activity /event go as planned?
 - What strength(s) were present?
 - What, if anything, would you do differently next time?
 - Were there any lessons learned after the activity?
 - Other questions?

Comments:

- Professional Goal(s)

- Goal:
- Activities:
- Progress toward goal: _____

Comments:

Area of reinforcement: _____

Area of refinement: _____

Field Supervisor Signature

Principal Intern Signature

Site Supervisor Signature/Acknowledgement of Receipt

Delivery of Feedback to Site Supervisor: ☐ In Person ☐ E-mail

Attachment # 2 B: Region 14 Instructional Coaching Protocol

Region 14 Instructional Coaching Protocol

Pre-conference:

The overall purpose of the pre-conference is for the field supervisor and principal intern to mutually discuss the upcoming observation. Possible questions for the pre-conference might include the following:

- What is the activity to be observed?
- What principal standard does the activity represent?
- What is the goal of the activity / event?
- How are your goals aligned to the principal standard(s)?
- What goal(s) / outcomes do you want to achieve?
- What activities / strategies are you thinking of using?
- How will you monitor progress toward the goal / event?
- As you planned for this activity / event, did you find any possible barriers to success?
- If so, what will you do to eliminate the barriers to success?
- How will you know if the goal / event is successful?
- Have you identified any professional development activities that you might undertake for your growth?
- What are your thoughts about this pre-conference conversation?

Observation:

The field supervisor will document educational practices observed during the formal observation and prepare written documentation for the principal intern and site-supervisor. During the observation, the field supervisor will determine appropriate questions for an area of reinforcement and an area of refinement to discuss with the principal intern in the post-conference.

Post-conference:

The purpose of the post-conference is to allow the principal intern to reflect on the activity / event observed and determine the success of the activity / event. In addition, the field supervisor and principal intern will discuss an area of reinforcement and an area of refinement. The post-conference will also serve as an opportunity for the field supervisor and principal intern to discuss the intern's progress toward the intern's professional goal.

Questions that the field supervisor might use in the post-conference include:

- Did the activity / event go as planned?
- On a scale of 1-10, how do you rate the success of the activity / event?
- If you were to do this activity again, what (if anything) would you change to make the activity more successful?
- Were there any lessons learned after the completion of the activity / event?
- How are you progressing toward your professional goal?
- What activities have you completed to address your professional goal?
- What activities do you still plan to complete as you progress toward attainment of your professional goal?

Attachment # 3: Course Syllabus



Region 14 Alternative Certification Program

Principal Program Consultant: Sandra K. Carter



Principal Program Contact: Sandra K. Carter

- **Office Hours:** By Appointment
- **E-mail:** scarter@esc14.net
- **Telephone:** 325-675-7006
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- **Fax:** 325-695-1101
- **Location:** Region 14 South
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Abilene, TX 79602

Program Description:

Region 14's Alternative Certification Program for principals is an intensive one-year certification program for aspiring principals. The primary focus of this program is to train high-quality instructional leaders who can lead schools to improve student achievement. The program is designed only for highly committed candidates who can excel in a fast-paced training environment.

Candidates acquire knowledge and skills in a practical, real-world learning environment. Networking opportunities promote the development of collegial relationships among candidates, their site supervisors, and other practicing administrators.

Training includes seminars delivered by practitioners in the field of administration, mentoring by an experienced principal, and a practicum in an authentic school setting where the resident intern takes a substantial leadership role in improving student achievement.

Program Format:

- Face-to-face classroom instruction for a minimum of 200 clock hours
 - Initial training: June and July
 - Additional training: either monthly or bi-monthly one-day sessions during the following school year
- One-year practicum (200 clock hours) where the resident intern will undertake a substantial leadership role on the campus to assist in the improvement of student achievement

Program Objectives:

- Prepare high quality instructional leaders for Texas schools
- Provide a solid foundation of skills necessary for principals to lead effective schools
- Provide sustained and rigorous one-year practicum in an authentic school setting

Course Topics:

Course topics are aligned with the Principal Standards outlined in the Texas Administrative Code §149.2001 and the Domains and Competencies of the TExES 268 Principal Test.

Attachment # 3: Course Syllabus

Principal Standards include:

- School Culture
- Leading Learning
- Human Capital
- Executive Leadership
- Strategic Operations
- Ethics, Equity, and Diversity

TEXES 268 Domains and Competencies include the following:

- **Domain I—School Culture (School and Community Leadership)**
 - **Competency 001:** The beginning principal knows how to establish and implement a shared vision and culture of the high expectations for all stakeholders (students, staff, parents, and community).
 - **Competency 002:** The beginning principal knows how to work with stakeholders as key partners to support student learning.
- **Domain II—Leading Learning (Instructional Leadership / Teaching and Learning)**
 - **Competency 003:** The beginning principal knows how to collaboratively develop and implement high-quality instruction.
 - **Competency 004:** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
- **Domain III—Human Capital (Human Resource Management)**
 - **Competency 005:** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
 - **Competency 006:** The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
- **Domain IV--Executive Leadership (Communication and Organizational Management)**
 - **Competency 007:** The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
 - **Competency 008:** The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Attachment # 3: Course Syllabus

- **Domain V--Strategic Operations (Alignment and Resource Allocation)**
 - **Competency 009:** The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
 - **Competency 010:** The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.
- **Domain VI—Ethics, Equity, and Diversity**
 - **Competency 011:** The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Texts / Reading List:

- Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*.
- Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*.
- Bambrick-Santoyo, Paul. *Leverage Leadership*.
- Cain, Sean and Mike Laird. *The Fundamental 5: The Formula for Quality Instruction*.
- Kemerer, Frank R. and John A. Crain. *Texas Documentation Handbook: Appraisal, Nonrenewal, Termination*.
- Lipton, Laura and Bruce Wellman. *Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems*.
- Texas Education Agency. *Advancing Educational Leadership (AEL)*.
- Texas Education Agency. *Texas Teacher Evaluation and Support System (T-TESS)*.
- tntp.org. *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development*.

Benchmarks

- Successful completion of Advancing Educational Leadership (AEL) and Texas Teacher Evaluation and Support System (T-TESS)
- Representative TExES test scores
- Practice tests/questions
- Formal observations—at least three during the practicum—with both a pre-conference and a post-conference
- TExES test scores

Assessment:

Assessment will be based upon the attainment of the stated objectives, competencies, activities, and requirements. Evaluation will be conducted on participation in discussions, group activities, attendance, and performance on examinations. Criteria for assessment:

- All discussions and presentations must reflect integration of careful and relevant reading, research, and thinking.
- Opinion statements, relative to the topic at hand, should be firmly supported and documented by reading and research.
- Regular and continued attendance is expected and required for optimum evaluation and recommendation of certification.
- Active participation in all course activities is required.

Attachment # 3: Course Syllabus

Attendance Policy:

Attendance at all class sessions is **mandatory** and expected. Students are expected to be in class prior to the start times for each session. This includes the beginning of class, plus returning from breaks and lunch. Class instruction, information, research, and reflection are essential for the complete understanding and success in the course.

Region 14 Disability Services:

Region 14 is committed to equal access in compliance with the Americans with Disabilities Act of 1990 [ADA] and Section 504 of the Rehabilitation Act of 1973. Program consultants have the responsibility to ensure students with disabilities the opportunity for full participation in programs, services and activities.

Students seeking disability services must contact the ACP program consultant to report disability needs.

Required Practicum Projects:

School Culture

- **Project: Recognition of faculty, staff, and students**
 - Create and implement a process / plan for recognizing faculty, staff, and students
 - Objective of process / plan
 - Who to recognize
 - When recognition occurs
 - Barriers to overcome
 - Resources needed for recognition
 - Reflection on plan's effectiveness
 - Did process/plan meet stated objective?
 - Are there changes to implement in the process / plan in future years?
 - Did the plan affect school culture positively? Why or why not?
- **Project: Climate Survey**
 - Create a campus climate survey, analyze the results, and implement strategies based on the data of the survey
 - Submit a copy of the climate survey
 - Submit the results of the survey
 - Strategies implemented based on the survey results
- **Project: Team Building**
 - Plan and direct a team building activity for staff
 - Objective(s) for the activity
 - Logistics of the activity
 - Description of activity
 - Date / time
 - Location
 - Barriers to overcome
 - Resources needed
 - Submit reflection on the activity:
 - Did the team building activity meet the objective(s)?
 - How could it be improved if you did the activity again?

Attachment # 3: Course Syllabus

Leading Learning / Strategic Operations

- **Project: Instructional Focus**
 - Create an instructional focus for your campus
 - What you must see in the classroom at each observation / walk through
 - Your "non-negotiables" for instruction
 - Provide staff development to convey instructional focus to staff
 - Agenda
 - Materials / presentation to faculty
 - Sign-in sheet
 - Conduct walk-through / observation with mentor AND create a post-conference that outlines the effective feedback that you would give to the teacher
- **Project: School Improvement**
 - Review your school's TAPR report
 - Based on the report, identify a significant problem/challenge in the school that influences practice and student learning.
 - Determine the root cause of the problem/challenge
 - Research best practices to resolve the problem/challenge
 - Create a plan for improvement that includes:
 - Strategies / activities to be implemented
 - Personnel responsible for implementation of each strategy / activity
 - Timeline for completion of each strategy
 - Data to be gathered for each strategy / activity
 - Submit the data reviewed to evaluate plan's effectiveness
 - Reflection
 - Was the plan implementation successful / unsuccessful? Why? Why not?
 - What, if anything, needs to be changed / adjusted to make project more successful?

Human Capital

- **Project: Personnel**
 - Create a vacancy notice for a teaching position (be specific as to grade / subject)
 - Description of Position
 - Minimum Qualifications
 - Preferred Qualifications (if any)
 - Professional Expectations
 - Personal and Interpersonal Expectations
 - Application Requirements
 - Deadline for Application
 - Design a reference check document
 - Submit a copy of the document
 - Describe how the document will be disseminated to the reference
 - Create interview questions for the position: a minimum of (2) questions for each area:
 - Instructional Expertise
 - Curricular Knowledge
 - Classroom Management
 - Human Relation Skills
 - Work Ethic

Attachment # 3: Course Syllabus

- **Project: New Teacher Induction Program**
 - Create and implement a new teacher induction program
 - Plan should include
 - Objective
 - Activity or topic
 - Approximate date of activity
 - Presenter
 - Presentations
 - Create a survey for new teachers to evaluate the new teacher induction program
 - Documentation
 - Staff trained (sign-in sheets)
 - Survey feedback from new teachers
 - Evaluation of program
 - Did the program accomplish its objective(s)?
 - Was the program successful?
 - What, if anything, should be changed or adjusted to make program better in the future?

Attachment # 4: Evaluation Process and Metrics

Evaluation Process and Metrics

Region 14 Alternative Certification Program

Frequency/Duration of Formal Observations:

- The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment.
- An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.
- Each formal observation requires the field supervisor to conduct both a pre-conference and a post-conference.
- Neither the pre-observation conference nor the post-observation conference needs to be onsite. (It is likely that the pre-conference and/or post conference will be conducted through a technology-based platform (possible Google Hangout).
- Formal observations conducted through collaboration with school or district personnel can be used to meet the formal observation requirements.
- Informal observations and coaching shall be provided by the field supervisor as appropriate.
- The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.
- Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
- Since formal observations cannot be required to be face-to-face observations on the candidate's site, formal observations may be provided by the use of electronic transmission or other video or technology-based method.
- Pre-conference and post-conference will be conducted for all formal observations.

Region 14 Alternative Certification Program Responsibilities:

- Region 14 personnel will collaborate with the campus or district administrator to assign a site supervisor during the candidate's practicum.
- Region 14 personnel is responsible for providing site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if the training is properly documented.
- Region 14 will provide required TEA approved field supervisor coaching training for all field supervisors who have not been previously trained.
- Region 14 personnel will make recommendation for standard certification of the intern once the field supervisor and site supervisor submit their recommendations for certification at the end of the practicum.

Attachment # 4: Evaluation Process and Metrics

Field Supervisor Responsibilities: (Region 14 principal program consultant is most often the field supervisor.)

- Shall participate in an individualized pre-observation conference with the candidate;
- Must document educational practices observed;
- Will provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate;
- Will provide a copy of the written feedback to the candidate's site supervisor; and
- Shall collaborate with the candidate and site supervisor throughout the practicum experience.

Site Supervisor Responsibilities:

- Guides, assists, and supports the candidate during the practicum; and
- Reports the candidate's progress to the candidate's field supervisor

This process is established to provide maximum coaching opportunities for the principal intern during the year-long practicum.